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Implementing Multiple Learning Styles into Elementary School Classrooms

By Jenae Nelson

An Honors Thesis Submitted in Partial Fulfillment of the Requirements for Graduation from
the Western Oregon University Honors Program

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Abstract

A young student's experience within their early years of schooling can determine their overall attitude towards education. These experiences can either positively or negatively affect what choices the student makes in their future academic endeavors. More often than not the students who are struggling to understand the material get lost in large class sizes where they don't get the necessary instruction to meet their learning needs. In my thesis I aim to explore the advantages of creating lesson plans for second and fourth graders that incorporate multiple learning styles to better fit the needs of the students, despite growing class sizes. Research in the implementation of Howard Gardner's multiple intelligences and the effects of these styles on improvement and understanding will give every student an equal opportunity to have an intellectually positive school experience.

Introduction

More often in schools today under the growing pressure of having their students perform on state assessments, educators find themselves teaching mainly in a way that is referred to as "teaching to the test". This can cause mundane techniques to be used in order to get that specific information across to students. These techniques typically play to the strength of the verbal-linguistic intelligence. However, this type of intelligence does not play to the strengths of many elementary students, especially ones in kindergarten through third grade. This leads to poor retention of the material. Instead, I propose that the important information that meet the benchmark standards, can be taught using multiple and more engaging types of activities throughout the lessons.

Through the creation and implementation of lesson plans for a second grade science unit, and a fourth grade writing unit I will hope to show that teaching students through a

variety of instructional strategies will show an increase in performance level as well as a higher retention rate. Students who understand the material and feel successful in school tend to have a more positive perception of their educational experience.

Research Interest

Ever since I was in middle school, the profession I wanted to pursue was education. My mother and grandmother were both teachers and to make sure that I was cut out to be a teacher, my mom suggested that my first job be with children. A friend of my mom's runs her own childcare center so when I turned sixteen I went to work for her. That summer I had the opportunity to spend time with every age group. The classrooms are set up by ages, one side of the building is designated for infant/toddlers and the other is designated for preschool. Over the past six years I have spent the majority of my time teaching the three and four year olds. This was an interesting experience for me, but most importantly it validated my decision to get a degree in early childhood/elementary education.

My senior year of high school, I was required to complete a senior project. For my project, I chose to create lesson plans for four different grade levels in connection with the unit material the teachers were teaching. To make my project more intricate, I decided to implement Howard Gardner's Multiple Intelligences. It was this project that got me interested in providing students with different activities within the lesson plans.

Gardner's idea is based on the thought that students learn, remember and understand in different ways. He implies that students contain all the different intelligences but that these intelligences differ in strength. Gardner suggests that students can learn best through language, logical-mathematical analysis, spatial representation, musical thinking, the use of

the body to solve problems or to make things, an understanding of other individuals, or an understanding of themselves.

I plan to implement as many of these learning styles into my lesson plans as I can. However I would like to mainly focus on two: the linguistic intelligence, or use of language in learning, and the bodily-kinesthetic intelligence involving the use of the body to solve problems or to make things. I chose these two because I feel that they were not as prevalent in current elementary school curriculum. The use of language seems to be an important element in schoolwork that I would like to see more heavily emphasized, especially since it is the way students tend to be assessed. The use of the body in learning seems to include a fun, hands-on aspect to a topic that might not be as popular among students. I would like to take advantage of creating an atmosphere that can engage students in subjects that are typically less intriguing, such as writing, yet keep students engaged in subjects such as science. I believe learning should be effective, yet fun.

Literature Review

Howard Gardner first introduced his theory on Multiple Intelligence (MI) in his 1983 book: *Frames of Mind: A Theory of Multiple Intelligences*. In this book, Gardner describes what sparked his interest into the matter that became his theory of multiple intelligences. The first crucial point for his idea, he states is the “certain moment I decided to call these faculties ‘multiple intelligences’ rather than ‘assorted abilities’ or ‘sundry gifts’.” He goes on to say, “this seemingly minor lexical substitution proved very important” (Gardner, 1983, p. xi). Gardner believes that if it weren’t for choosing the word intelligence to define his idea, his theory would not have received as much attention as it did.

The second crucial point in his theory, he describes as “the creation of a definition of an intelligence and the identification of a set of criteria that define what is, and what is not, an intelligence” (Gardner, 1983, p. xi). This process took much time and psychological research on Gardner’s part. He had to constantly assess and reassess his knowledge and learning about human abilities in order to define what came to be eight criteria for intelligence. The criteria, interestingly enough, was one part of this theory that did not get discussion from supporters or critics.

Even though Gardner wrote *Frames of Mind* primarily as a psychologist, his ties to education during his time at Harvard caused him to include educational associations of the MI theory. This choice became his third crucial point, since he noted, “it was educators, rather than psychologists, who found the theory of most interest” (Gardner, 1983, p. xi). It is this aspect of the use of MI in education that I will focus on.

In *Multiple Intelligences: The Theory in Practice*, Gardner brings his previously published and original works together, as well as some from his Harvard colleagues. His intension in doing so is to provide a coherent picture of what we have learned over the last decade about the applications of MI theory in education, both from projects in schools and through formal research. Gardner aims to shed light on his idea that presents a “radically different view of the mind, and one that yields a very different view of school”, one that “is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles” (Gardner, 1993, p. 6). It is these cognitive strengths and styles that should be targeted while teaching the necessary materials.

Methodology

Through the development and execution of lesson plans, for both second and fourth graders, that incorporated varying cognitive styles, I was able to make some conclusions. First I concluded that it is quite an extensive process to create such lesson plans. This is time that the mainstream teacher wouldn't necessarily have to spare for each subject area. Working on including a new method each year until a varied curriculum is established would be one way to combat this issue.

When it comes to student progress, I noted instances when incorporating a variety of MI activities did show greater retention, and instances where it had no effect. I found that science is an easier subject to incorporate varied instruction and activities. Writing was more challenging due to the heavy emphasis on the linguistic intelligence from the nature of writing itself. It is nearly impossible to find other avenues of writing that incorporate other intelligences. I was only able to find a few.

I have included both work samples from my experience teaching in the classroom during my student teaching. In each work sample there is a goals and objectives chart. This chart has goals that are aligned with the Oregon State Standards and the Common Core State Standards, learning objectives that the students would need to meet, and the Multiple Intelligences that were included in instruction or activities. Toward the end of the work sample I was required to graph my data, as well as reflect on the results the assessments showed. It is in the assessment piece that I elaborate on the effects of incorporating a variety of MI into the unit.

Science Unit: All About Birds
Spring 2012
Oak Elementary in Albany Oregon
Second Grade



This science-based work sample on birds was taught in a second grade classroom in Albany, Oregon. The science unit focused on the topic of birds. The school is in a rural setting. My classroom had 29 students including six students on IEPs.

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Source of Factor	Contextual and Environmental Factors	Implications for Instruction
Community	Albany is largely a farming and manufacturing community.	Because many people make their living through physical work, implementing hands on activities is important in my lessons.
Community	The population is growing. As of 2010 there was 47,890 residents.	Class sizes will grow as the population of does. This will require more management and community building within the classroom.
Community	14% of the population lives below the poverty level.	It is important to be sensitive to students and parents when it comes to school supplies, classroom funds, and other items they might not be able to afford.
Community	There is access to 30 parks.	Students have the opportunity to experience life in nature. This provides real-world connections for possible life science lessons.
District	Student population size: <ul style="list-style-type: none"> Total District Size is 9, 213 students. 	Albany's District is fairly large. This can mean that class sizes are larger. Clear expectations and strong classroom management will be important aspects when teaching.
District	Special Education: <ul style="list-style-type: none"> There are 1,164 students 	Instruction must meet the needs of these students when they are in the classroom so that they can be successful learners.
District	Free and Reduced meals: <ul style="list-style-type: none"> 4,217 or 48.5% of the student population meet the requirement for this program. 	With such a high percent of students on Free and Reduced lunch programs, many parents may not have sufficient funds to spend on extra items like school funds, much less on important items like food and clothing.
District	Ethnic Diversity Percentage: <ul style="list-style-type: none"> Caucasian-73% African American-2% Hispanic or Latino-14% American Indian-8% Asian-3% 	The district ethnicity shows that my classroom will be predominantly white/Caucasian. Since there is still a variety of ethnicities other than Caucasian, which means that I need to make sure to provide variation in literature as well as make sure none of my students feel marginalized

District	Number of Schools: <ul style="list-style-type: none"> • Elementary: 14 • 3-8 Elementary: 1 • Middle: 4 • High School: 2 • Alternative: 1 	There are a number of schools in the Greater Albany District. This means that there are many resources in the district to accommodate the many students and teachers. I would just worry about cut backs in such a large district.
School	Oak's Population is 306 students.	This means that each grade averages about 60 students. There are two teachers per grade level. This means that class sizes are rather large at roughly 30 students per classroom.
School	No ELL programs at Oak.	Oak does not provide an ELL program. Students who meet the requirement of the ELL program are transferred to a different school that has teachers that specialize in teaching bilingual students.
School	Technology: <ul style="list-style-type: none"> • Smart boards • Document Cameras • Computers • Projectors 	With our society constantly gaining new technologies, it is important to have various technologies in the school. This provides students with the opportunity to experience classroom instruction that involves technology.
School	Specialty Rooms: <ul style="list-style-type: none"> • Resource Room • Focus Room • DLC Room • Reading Room • Computer Lab • PE/Gym • Library 	These rooms aid in classroom instruction. They allow for students to get the necessary outside help for subjects that need extra attention. Having PE is important so that students can maintain consistent physical activity. The computer lab introduces students to technology they may not have at home.

Community:

The city of Albany Oregon stretches 21.7 square miles. These square miles are made up of farmland, manufacturing, as well as residential sections. To make their income, the residents of Albany typically have local jobs relating to manufacturing or farming. When the economy declined, it affected the families that make up the community, pushing the poverty rate up to 14%. The increase in poverty has not restricted the population. Each year it continues to

grow. The community has programs that offer working parents somewhere for their children to go after school, such as The Boys and Girls Club, CAP (Community After School Program), and The YMCA. There are also over 30 city parks where residents can go to spend time in their community.

District:

The Greater Albany School District serves 9,213 students making it the fourteenth largest district in Oregon. To accommodate this large student population, Albany has two high schools, four middle schools, fourteen elementary schools, one third through eighth grade school, and one alternative school. Only select schools in the district provide ELL programs and have teachers that specialize in teaching students learning English as a second language. In addition, the Greater Albany District serves 1,164 special education students. These students are either integrated into the mainstream classroom, or have a classroom with aids that can meet their specific needs. 48.5% of students in this district qualify for the free and reduced lunch program.

School:

Oak Elementary School has around 300 students enrolled. This number varies as students transfer in and out during the year. The grade levels that Oak has are kindergarten through fifth grade. There are currently two teachers for each grade level. The student population at Oak is primarily of Caucasian decent. There is no ELL program at Oak elementary. Instead, students in this district zone are bused to another Albany school that specializes in this area. There is a multitude of technologies available to students and staff at Oak. There are document camera, computers, smart boards, and projectors in every classroom. Finally, Oak offers a range of special instruction rooms for students. The resource room provides extra instruction for students that are below grade level in reading and math. The focus room is a place where students can go where it is quiet and easy to focus on work that they need to complete. It is also used for testing. The reading room provides early reading intervention to certain students who qualify. The DLC room provides special instruction for special education students. There is a computer lab, library and gymnasium as well. PE is four times a week and library is once a week for students.

Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	Only a little over half of the students are at or above grade level—16 out of 29 students	Provide a variation of instruction to reach each child's strengths and get any outside help to aid them.
Classroom Size	29 students + 3 DLC students	This is a large class. To help cut down on side conversations, instructions have to be clear and management techniques must be used when necessary.

Diversity: Gender	It is fairly even at 14 girls and 15 boys.	Both genders can be noisy and disruptive about the same, but when some students are absent I really notice a difference in class demeanor.
Diversity: Ethnicity	Lacks ethnic diversity—all students except three are Caucasian.	Provide ethnic diversity in the literature the students are exposed to.

Classroom Community:

I have the privilege of working in a second grade classroom. The classroom is one large carpeted room split in half by a portable wall which we share with a third grade class. Sometimes it can be distracting to hear the third graders, but the students do a good job staying focused. The students can be very chatty, which means I need to make sure my lessons are engaging for my students and that my instructions are clear. Having a class of 29, the noise level can get too loud very quickly. There is a small library in the classroom as well as a couch for independent silent reading. There is a smart board, three computers in the classroom. This is also the only classroom at Oak that is hooked up to a microphone sound system. It is set up as a positive academic space. The windows provide light so the atmosphere is cheerful. The walls are also very colorful and it is a pleasant space to spend seven hours of the student's day.



**Student Characteristics:**

I have a wide range of ability, interests and strengths in my classroom. 16 out of 29 students in my classroom are at grade level across subject areas. It varies, but most of the students at grade level are in the medium range, with three that are low and three that are high. There are 10 students in my classroom that are not at grade level. This means that I need to differentiate my instruction to meet the varying needs of my students.

Student	Readiness: Grade Level	Interest	Learning Profile
1	Yes—Medium	Singing	Interpersonal
2	Yes—Medium	Soccer/Cats/Reading	Linguistic
3	Yes—Medium	Dance	Bodily-Kinesthetic/Musical
4	Yes—Medium		Musical/Bodily-Kinesthetic
5	Yes—Medium	Video Games	Spatial/Interpersonal
6	Yes—High	Legos/Star Wars	Bodily-Kinesthetic/ Intrapersonal
7	Yes—Low	Princess things	Musical
8	No	Science/Art	Spatial
9	Yes—Medium	Skate Boarding/Video Games	Bodily-Kinesthetic
10	No	Basketball	Bodily-Kinesthetic
11	No	Wrestling	Logical-Mathematical
12	No	Video Games	Bodily-Kinesthetic
13	Yes—High	Horses/Reading	Bodily-Kinesthetic/Linguistic
14	Yes—Low		Bodily-Kinesthetic
15	Yes—Medium	Gymnastics	Logical-Mathematical
16	No	Star Wars/Legos/Angry Birds	Musical
17	Yes—Medium	Guitar	Musical
18	Yes—Medium		Linguistic
19	No	Art	Bodily-Kinesthetic/ Intrapersonal
20	Yes—High	Fishing/Hunting	Intrapersonal/Naturalist
21	No		Linguistic/Interpersonal
22	No	Legos/Cars/Skate Boarding	Bodily-Kinesthetic
23	Yes—Low	Ninjago-Legos	Bodily-Kinesthetic



24	Yes—High	Writing	Logical-Mathematical/ Linguistic
25	Yes—Low	Softball	Interpersonal
26	Yes—Medium	Singing	Musical
27	Yes—Medium	Writing	Bodily-Kinesthetic/Linguistic
28	No		Spatial
29	No	Socializing	Interpersonal

Whole Class Differentiated Instruction:

The students in my classroom are unique and come from diverse backgrounds and situations. It is these situations outside the classroom that will help determine how the students act at school and what kind of a person they start to develop into as they find their independence. Knowing this information helps me, as their teacher, to know how to best meet their needs, intellectually, socially, and emotionally.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
1							Behavior issues, lies.
2							Difficulty in math
3		x					Divorce, Mom in Jail
4							Quiet, shy
5							Speech issue (Stutter)
6							Needs to move a lot, advanced
7							Easily frustrated, emotional
8				x			Behavior/family issues, shuts down when frustrated
9							Therapy-brother in foster care, emotional
10		x		x			Difficulty in math and reading, possible hearing issue
11							Low (academically)
12	x						Focus issue-spaces off, difficulty staying on task, homeless

13							Advanced, always done early
14							Focus issue-hard time paying attention/remembering instruction
15	x					x	ADD, homeless-in Foster Care, can be socially destructive
16				x			Autistic, Speech therapy, high in reading
17							Homeless, absent a lot when with Mom instead of Grandma.
18	x					x	Recent Divorce, emotional
19				x			Twin, low in reading/math
20							Advanced, emotional
21		x					Divorced family, low in reading
22	x			x		x	Low in reading/math, homeless-lives with Grandma
23							Low (academically)
24							Advanced, quiet
25							Slow writer, spaces at times
26							Emotional
27							Perfectionist
28				x		x	Low in reading/writing, poverty
29	x					x	Behavior/family issues, Homeless
Total	5	3	0	6	0	5	

 Individual
 Sub Group

Subgroup:

The subgroup I chose are all students on IEPs that show they require extra help in either math or reading or both. I chose this group because I want to see if differentiating my instruction to accommodate their learning styles will help these students to better understand the material.

- Within this group I have one student who is Hispanic, one of only three not Caucasian in the class. This student, number 10 is also on an IEP for a possible hearing problem, and to help get her to grade level in math and reading.
- Student number 16 is also on an IEP for speech and his autism. He is high in some intellectual ways but frustrates easily with some social situations, especially pertaining to competition and any change from normal schedule.
- Student 19 is on an IEP to help get her at grade level and improve her reading and math skills.
- One of five homeless students on free and reduced lunch program, number 22 is also not at grade level, and on an IEP for reading and math. He is caring, and very much into cars, and skateboarding.
- Student 28 is on an IEP for her reading and writing. She lives in poverty.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
10		x		x			Difficulty in math and reading, possible hearing issue
16				x			Autistic, Speech therapy, high in reading
19				x			Twin, low in reading/math, speech.
22	x			x		x	Low in reading/math, homeless-lives with Grandma
28				x		x	Low in reading/writing, poverty, speech; single parent household, lives with dad.

Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	None of the students in the subgroup are at grade level.	Provide variation in instruction to reach each child's strengths and give them tasks that are at his or her level but still provide a challenge.
Instructional Plan: IEP	All students in the subgroup are on an IEP.	I will need to communicate with the staff in the resource room, where these students go for extra help in reading and math in order to provide the proper help while in the classroom.

Individual:

The individual I chose, student 13, is above grade level. She needs extra tasks to complete once the assigned activity is finished because she finishes before the rest. Her assignments also need to be adapted to a higher level. She is Caucasian, her parents are divorced, but she has a happy home life and there are no behavioral problems at school. Because she is advanced and finishes assignments early, I want to challenge myself to keep her intellectually engaged during and after assigned tasks.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
13							Advanced, always done early, trades off between homes—divorced parents.

Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	This individual is above grade level.	Provide a variation of instruction to challenge her, and allow her to continue to grow intellectually by not giving her more work, but higher level work.

Goals and Objectives Chart

Goals/Objectives	Cognitive Level	Multiple Intelligences
<p>Goal 1: Science</p> <p>2.2L.1 Students will describe life cycles of living things.</p> <p>[Oregon Science Standard]</p>		
<p>Objective 1.1</p> <p>After learning about a bird's life cycle, students will be able to complete a mobile of the stages of a bird's life cycle by correctly placing the five pictures that represent each stage in the correct order.</p> <p>(1.Empty nest, 2.Eggs, 3.Mother on eggs, 4.Hatchlings in nest, 5.Adult bird flying)</p>	Application (high)	Bodily-Kinesthetic/ Visual
<p>Goal 2: Science</p> <p>2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live.</p> <p>[Oregon Science Standard]</p>		
<p>Objective 2.1</p> <p>After discussing which beaks are suitable to each which foods, students will identify the correct beak to each bird by telling which birds eat what foods with 88% accuracy.</p>	Knowledge (med)	Linguistic/Spatial
<p>Objective 2.2</p> <p>After being introduced to different types of bird feet, students will identify the types of feet by correctly matching four of the six types of feet to a picture of each bird.</p>	Knowledge (med)	Linguistic/Spatial
<p>Objective 2.3</p> <p>After learning a bird song with motions, students will correctly represent the bird parts by matching the motion to the body part.</p>	Application (med)	Musical/ Bodily-Kinesthetic
<p>Objective 2.4</p> <p>After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly.</p>	Knowledge (med)	Spatial/Linguistic
<p>Objective 2.5</p> <p>In groups, students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation.</p>	Knowledge (med)	Linguistic

<p>Objective 2.6</p> <p>After learning about habitats, students will explain the need for birds to camouflage into their surroundings by correctly listing at least 2 reasons for different birds to have varying colored feathers.</p>	Knowledge (high)	Spatial/linguistic
<p>Goal 3: Reading</p> <p>EL.02.RE.27 Students will read informational texts for answers to specific questions or for specific purposes.</p> <p>[Oregon Science Standard]</p>		
<p>Objective 3.1</p> <p>After an introduction to researching information, in groups, students will read appropriate leveled books to find all five required details about their bird.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	Application (low)	Linguistic
<p>Goal 4: Reading</p> <p>EL.02.RE.28 Students will recall facts and details in the text to clarify and organize ideas.</p> <p>[Oregon Science Standard]</p>		
<p>Objective 4.1</p> <p>Using an organizer provided, students will recall facts about their bird by listing at least five facts.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	Knowledge (med)	Linguistic
<p>Goal 5: Writing</p> <p>EL.02.WR.25 With organizational help, students will begin writing brief informative reports.</p> <p>[Oregon Science Standard]</p>		
<p>Objective 5.1</p> <p>After collecting the data about their bird, students will be able to write a paragraph on a bird by including all five required details.</p>	Application (high)	Linguistic

Unit Plan Rationale

1. Conceptual Overview:

The purpose of this unit is to expose my second grade students to science, specifically learning about birds. The key concepts to be covered are the life cycle, habitats, and the physical characteristics of various types of birds such as the beaks, feet, coloring, habitat, and body parts. Students will complete hands on activities, worksheets and writing assignments, use visuals, collect data and make inference to explore each bird concept. Birds are common animals found in everyday life. Students will be able to make connections to birds they see in nature, to what they learn in class.

2. Knowledge of Content and Connection to Standards:

2.2L.1 Describe life cycles of living things.

The portion of the unit that connects to this standard is the section where we talked about the bird's life cycle.

2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.

This standard is connected to activities on bird habitats, characteristics such as identifying the types of feet, beaks, coloring of feathers, and the type of food they eat.

EL.02.RE.27 Read informational texts for answers to specific questions or for specific purposes.

In groups, students will research a type of bird through reading literature on the specific bird. Facts about these birds will be taken from the books to use later in their report.

EL.02.RE.28 Recall facts and details in the text to clarify and organize ideas.

After reading the books on their specific type of bird, the students are going to use the details and facts gleaned from the text to write a well-developed paragraph report on the bird. Students will need to jot down facts about the bird in a graphic organizer to be provided. The aspects to be included are the type of bird, habitat, and the physical characteristics (beak, feet, and coloring).

EL.02.WR.25 With organizational help, begin writing brief informative reports.

This standard is aligned with when the student's take the facts written down in their graphic organizers and put it in a well-developed paragraph. This paragraph should have capitals and punctuation, an indent on the first line, and should include the five details mentioned above.

3. Knowledge of Students for Goals and Objectives:

- I know that my students vary in readiness ability across the curriculum as well as cognitive strengths. I have made sure the objectives I have are aligned with the second grade science and literacy goals. The activities that will be done by the students to meet these objectives have been adapted to fit the needs of my students. For example, one of my activities involves the use of various kinds of apparatus to represent different types of beaks. The students will have to use these instruments to pick up different types of foods as birds. This is a physical activity geared toward my bodily-kinesthetic learners. Another activity involves putting

the parts of a bird in a song to “Head, Shoulder, Knees, and Toes”. This will play into my musical intelligence learners.

- The interests of the students in my class differ. It is difficult to incorporate these interests of into this bird unit because I feel that I need to focus on the birds. I don’t see how I can incorporate sports, skateboarding, cars, or princesses in this unit. If it was teaching math I could easily incorporate these interests. In the lesson plans, the assignments to be altered for the students below grade level are listed in the meeting varying needs section.
- The information I gleaned from my pre-assessments helped me to see what aspects of the birds the students already knew. Thankfully, not all my students knew everything on the assessments. When some did, I made sure to make a note to include some more challenging questions in my lesson for those students. One section of the pre-assessment data was tainted. During the designated science time, the DLC students come in to the classroom. One of the aids was giving them the answers. I didn’t realize this until it was too late. I thought she was just reading the instructions to them. Needless to say, the students sitting around the DLC student at their table received a perfect score when not even my highest students did. In this case I will proceed with the planned lesson.

4. Lesson Sequence:

I ordered the objectives from whole to part. I started with the science standards, first on the life cycle of birds as a whole. Next, I chose science standards that focus on the parts, such as physical characteristics of various types of birds and their environments. These I placed in no particular order. Each characteristic built on the other. I started with the different types of beaks, and then moved to types of feet. After that students focused on the body parts. Finally on the habitat and physical appearance of the bird, such as color and if it’s appearance helped it survive in the habitat. I chose to order my lessons this way because it seemed to make the most sense sequentially.

5. Instructional Strategies—Variety and Appropriateness:

In every lesson, I have planned to include activities that meet a variety of intelligences. Every lesson includes activities that reach the linguistic learners such as writing, speaking or reading, not just the lessons that meet the literacy objectives. All lessons also include intrapersonal time where students are working independently.

- In the life cycle lesson, I incorporated the bodily-kinesthetic and spatial activity of coloring and cutting out five pictures and tying them onto a strip of paper to make a mobile.
- In the beak lesson, I included the bodily-kinesthetic activity of using four tools (pliers, toothpicks, tweezers) to pick up items such as marbles, macaroni, and raisins, as if the students were birds eating food. This activity allowed students to work in small groups, meeting the interpersonal learner’s needs, to determine what type of beak is best suited for what kind of food.
- In the feet lesson I met the visual learners needs by providing pictures of six types of birds and their feet. In this activity, students get to physically match the bird picture to the feet picture.

- In the body part lesson, I incorporated visuals, word labels, and a song with physical motions. This one lesson touched on spatial, linguistic, musical, and bodily-kinesthetic intelligences.

Within my instruction, I will provide images to allow my students to make visual connections to the written or spoken information. Knowing that my students need move around now and then to stay focused, I also try to incorporate movement in the lessons.

6. Explanation for Literacy Integration:

I integrated writing, reading, discussion, and research into this science unit. Writing is integrated in the assessment pieces as well as in the writing of the bird reports. The purpose of the writing is to have students practice putting information down in a paragraph using indentation, punctuation and capitals in the proper places. Reading is purposely integrated through research. Each student will read a book containing information on a specific bird. They will have five specific points of information to look for and include as part of the bird report. Another way reading is incorporated in most lessons is when a student completes an assigned task early, an option for them after finishing is to read their chosen leveled book. Discussion is included in many lessons. For example, speaking was incorporated when students would be given a topic on birds that they would need to discuss in small groups or as a class. In the beak lesson, students discussed which beak was easy or difficult to pick up, or eat, certain foods and why they thought so. In the camouflage lesson, students discussed which birds they thought used camouflage to help them survive in their habitat based on the physical appearance of the bird in regards to the colors of the surrounding areas.

Lesson Plan (1) Student Teacher: Jenae Nelson Date of Lesson: 4/18/12

Lesson Title/Description: A Bird's Life	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-10:20 (1hr 10min)
Goal 1: (Science) 2.2L.1 Students will describe life cycles of living things. [Oregon Science Standard]	Objective: 1.1 After learning about a bird's life cycle, students will be able to complete a mobile of the stages of a bird's life cycle by correctly placing all five pictures that represent each stage in the right order.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ All animals have a life cycle. ▪ Birds lay eggs. ▪ Birds hatch in the spring. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Document Camera. ▪ Easel and pens ▪ Pictures for Mobile. ▪ Yarn 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask Students: have you ever heard the chirping of baby birds? What time of year do you hear them?
10 min	Teaching: <ul style="list-style-type: none"> ▪ Together, look over booklet tracking chick's growth. ▪ Ask what you know about bird's life cycle—put what they say as a list on the easel. ▪ Review stages of the life cycle of birds. Use picture representations from pre-assessment for visuals to explain the order.
10 min	
15 min	Independent Application: <ul style="list-style-type: none"> ▪ Model making the mobile step-by-step. ▪ Steps: Color the 5 pictures, Cut out 5 pictures, Tie one side of string to the pictures, Put name on card-stock strip, Tie other side of the string to strip of card-stock. ▪ Instruct person 3 to get supply boxes.
5 min	Closure: <ul style="list-style-type: none"> ▪ Ask five students, one per stage, to tell what the stage of the life cycle is by describing the picture that represents it.

	<ul style="list-style-type: none"> ▪ Instruct that finished Mobiles are turned in and desks be cleaned up.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ For student 16 who have trouble sequencing items in a circular arrangement, he can line up the mobile pictures linearly before attaching string to the strips of card-stock. ▪ For students who either do not know how to tie knots or have a hard time with it, they are allowed to tape the yarn to the strip of paper. 	
Assessment <ol style="list-style-type: none"> 1. Informal: <ul style="list-style-type: none"> ▪ Walk around, observe students putting together mobiles. ▪ Make sure they were placing pictures in the correct order. 2. Formal: <ul style="list-style-type: none"> ▪ Complete a mobile of the stages of a bird's life cycle by correctly placing all five pictures that represent each stage in the right order. 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> ▪ After viewing the completed mobiles, I noted that all of them have the pictures of the bird life cycle in the correct order. This shows me that the students met the objective. 2. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> ▪ I decided to allow students to tape the yarn to the strip of thicker paper instead of tie it through a hole punched in the paper. Some students didn't know how to tie a knot and it was frustrating to them. Taping worked out much better and went faster. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> ▪ Spread it across two days, giving me an entire days period to do the mobile. It ended up being more intricate than I had originally thought. (Thankfully it worked out that we are not doing reading this week, so I needed to fill twice the amount of time than usual.) ▪ Provide more visuals. (Real-life pictures) 4. How did the results of this lesson influence the way that you will teach in the future? <ul style="list-style-type: none"> ▪ I learned that my students do well when they are "doing" something that involves working on their manipulative skills, (like coloring, cutting out, gluing, taping, etc) they seem to be able to internalize the information better that way. 	

Lesson Plan (2a) Student Teacher: Jenaë Nelson Date of Lesson: 4/24/12

Lesson Title/Description: Beaks	
Lesson # 1 of 2	Time Allotted for this Lesson: 12:45-1:50 (65 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.1 After learning about four different types of bird beaks, students will identify the types of beaks by correctly matching all four beaks to a picture of the bird.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Birds have beaks ▪ There are birds of all shapes and sizes—birds can look different. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Document Camera ▪ Worksheets ▪ “Beaks”: Toothpicks, pliers, clothespins, spoons ▪ “Food”: Marbles, raisins, dried macaroni 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: How many of you have heard the phrase “you eat like a bird”?
15 min	Teaching: <ul style="list-style-type: none"> ▪ Show bird visuals while telling about the bird, the type of beak each bird has. ▪ Tell what type of food each bird eats based on it’s beak type. ▪ Discuss the reasons for certain birds to have specific shapes of beaks. ▪ Ask students to list birds they know in the beak categories, make a list.
20 min	
20 min	Group Application: <ul style="list-style-type: none"> ▪ Instruct table groups to practice picking up items using specified utensils (as “beaks”) <ul style="list-style-type: none"> • Show utensils: toothpick, spoon, pliers, and clothespins. • Explicitly explain safety instructions—that none of the utensils are to be used to touch or harm another student.
5 min	Closure: <ul style="list-style-type: none"> ▪ Have students debrief on what utensils were easiest/hardest to use and why. ▪ Discuss why the birds have the beaks they do.

Meeting Varying Needs of Students:

- If necessary, provide assistance using certain utensils for student 16 who may have a hard time with fine motor skills.
- Place emerging students 8, 10, 16, 19, 21 and 22 in separate groups so that their peers can help them stay on task and learn about the reasons birds have the beaks they do.

Assessment**1. Informal:**

- A list of table groups and the students not participating or absent for the activity was made at the time of the beak activity.

2. Formal:

- Students will identify the types of beaks by correctly matching all four beaks to a picture of the bird.

Reflection:**1. How did the students do re: the objectives, and how do you know?**

- I collected data from the pre and post assessments. I also made a checklist to see that students participated during the activity (formative).

2. Describe any changes you made as you were teaching the lesson.

- I chose to move the lesson to the afternoon, so I was able to expand the time of the lesson. However, the activity should have been shorter and more structured. Sometimes, depending on the activity and the students, less time is more constructive.

3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew.

- Not make the time so long. I would have also modeled what I wanted the students to do with the “beaks”. I would also have stated the questions I posed to the students in the lesson starting with “Raise your hand if...” This will hopefully cut down on the number of blurting out that happened.

4. How did the results of this lesson influence the way that you will teach in the future?

- I will remember to pose questions stating the criteria for students to use when answering. Also, I need to make sure that every instruction is clear, and activities are properly modeled.

Lesson Plan (2b) Student Teacher: Jenae Nelson Date of Lesson: 4/25/12

Lesson Title/Description: Beaks	
Lesson # 2 of 2	Time Allotted for this Lesson: 9:10-10 (50 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.1 After learning about four different types of bird beaks, students will identify the types of beaks by correctly matching all four beaks to a picture of the bird.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Birds have beaks ▪ Birds use their beaks to eat. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Document Camera ▪ Pinecones ▪ Peanut Butter ▪ Bird Seeds ▪ String 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: How many of you have seen a bird feeder?
5 min	Teaching: <ul style="list-style-type: none"> ▪ Introduce the activity of making a bird feeder. ▪ Model what the students will do: Spread peanut butter on pinecone, dip in seeds, with help attach string.
10 min	
30 min	Independent Application: <ul style="list-style-type: none"> ▪ Pass out Pinecones. Have students start project once peanut butter is passed out. Four students at a time can roll in seeds when peanut butter is spread. ▪ Circle the classroom and provide aid when necessary.
5 min	Closure: <ul style="list-style-type: none"> ▪ Tell students they have three options: hang bird feeders in the courtyard, in the front yard of the school or take them home. Talk about where to hang our bird feeders. ▪ Hang the bird feeders.

Meeting Varying Needs of Students:

- Tie string a head of time so students 8, 10, 12, 16, who have trouble tying knots wouldn't have to, and so all other students wouldn't have to try to tie the string with sticky fingers.
- Help students 16 and 21 make sure the entire pinecone is covered in peanut butter before rolled in seeds.

Reflection:

- 1. How did the students do re: the objectives, and how do you know?**
 - Knowing what birds eat based on their beak type; the students loved creating a bird feeder to attract birds to be observed while eating.
- 2. Describe any changes you made as you were teaching the lesson.**
 - I decided to have students wash their hands and read a book away from their sticky tables while waiting for everyone to finish instead of staying at their desks.
- 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew.**
 - To better tie in the objective for this lesson I would incorporate discussing what birds we would expect to see come to eat from our bird feeders and why.
 - As well as discussing what birds we wouldn't expect to see and why.
- 4. How did the results of this lesson influence the way that you will teach in the future?**
 - The students really enjoyed making the bird feeders as a fun way to end the week of learning about bird beaks. I would like to incorporate fun activities or art projects as much as possible in future lessons.

Lesson Plan (3) Student Teacher: Jenae Nelson Date of Lesson: 5/4/12

Lesson Title/Description: Bird Feet	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-10 (50 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 3.1 After being introduced to different types of bird feet, students will identify the types of feet by correctly matching all four of the types of feet to a picture of the bird.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ All birds have feet. ▪ Not all bird feet are the same. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Worksheet ▪ Pictures of birds ▪ Pictures of feet ▪ Pencil ▪ Document Camera 	
Procedure:	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> ▪ Hold up six pictures of birds and ask: what is the name of this bird? (for each.)
10 min	Teaching: <ul style="list-style-type: none"> ▪ Explain that various birds have various feet. Project a chart of bird feet on the document camera. ▪ Explain the six types of feet have a given name (Perching, running, scratching, grasping, swimming/webbed) and what each foot helps the bird do. (Reasons for use.)
15 min	Group Application: <ul style="list-style-type: none"> ▪ Give each table group six bird pictures (missing feet) and six cut out feet. Tell students to work together to match each pair of feet to the right bird. ▪ Walk around and check off table groups when they match all pictures correctly.
15 min	Independent Application: <ul style="list-style-type: none"> ▪ Hand out matching worksheet and instruct students to fill it out by drawing a line to connect the picture of a type of bird to the correct type of foot.

5 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Discuss the names of the six types of feet and what the purpose of each foot is for the bird. ▪ Turn in worksheets.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Have students work together in groups on the activity of matching the bird to the foot before doing it individually for students 8, 10, 12, 16, 19, 22, 28 and 29 who might not have been able to make the connections from the feet chart shown on the document camera. ▪ Allow students 12 and 22 to move to a different spot in the classroom to work on their worksheets where they will not be easily distracted by other students. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Informal: <ul style="list-style-type: none"> ▪ Notes on correct/incorrect matches were made on a sheet of paper for each table group to monitor progress. 2. Formal: <ul style="list-style-type: none"> ▪ Students will identify the types of feet by correctly matching all four of the types of feet to a picture of the bird. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 2. How did the students do re: the objectives, and how do you know? The students did well learning the majority of the feet. During the pre, formative and post assessments, the Woodpecker (climbing) feet and the Blue Jay (perching) feet were mixed up by quite a few students. 3. Describe any changes you made as you were teaching the lesson. After having the students do the activity (of matching the 6 birds to the 6 types of feet) as a table group, I challenged them to each match the birds and feet individually. This was something I had not originally planned to do. Because it was the last day with the chicks, so I also allowed time for the students to hold them during the lesson. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I would spend more time going over each foot and how the shape and number of toes influences the bird's use of the foot. This might have helped each student better understand the difference between similar looking feet. I would have also made an extension of having students place the feet in the correct surroundings/habitat. 4. How did the results of this lesson influence the way that you will teach in the future? The students responded positively to the activity, so I will make sure to include hands-on activities whenever possible in future lessons. 	

Lesson Plan (4) Student Teacher: Jenae Nelson Date of Lesson: 5/9/12

Lesson Title/Description: Bird Parts	
Lesson # 1 of 2	Time Allotted for this Lesson: 9:10-10 (50 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.3 After learning a bird song with motions, using their bodies, students will represent the bird parts by matching the motion with the part.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Birds have body parts ▪ Birds come in many shapes and sizes, but all have the same parts 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ White butcher paper ▪ Pencils ▪ Markers ▪ Worksheets ▪ Scissors 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: How many of you know the song Head, Shoulder, Knees, and Toes?
20 min	Teaching: <ul style="list-style-type: none"> ▪ Discuss the parts of the human body: Head, neck, shoulders, arms, hands, chest, back, legs, feet, eye, ears, nose, and mouth. (Sing original song) ▪ Compare to bird parts: head/crown, eye, beak, back, wings, chest, legs, feet, and tail. ▪ Teach bird version of song with motions to sing as a group.
10 min	Group Application: <ul style="list-style-type: none"> ▪ Review song: Head, Shoulders, knees, and toes. ▪ Replace human body parts with bird parts. Sing again using motions. ▪ Trace outline of bird on butcher paper and go over each part.
10 min	Independent Application: <ul style="list-style-type: none"> ▪ Have students write out in own handwriting the parts of the bird and place over teacher's handwriting (on butcher paper bird). ▪ Use pictures to represent the parts of the bird. (Mantle, crown, etc)

5 min	<p>Closure:</p> <ul style="list-style-type: none"> Together, sing the song one more time using motions.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> Pictures were used to represent some of the bird parts for students 8, 19, 22, and 28 who need the visual representation to make connections to words or for students who are still emergent readers. Labels are given to students 8, 12, 21, and 22 who are still emergent writers. Bird parts were taught verbally through song for students 3, 4, 7, 16, 17, and 28 who are musical learners and physically for students 3, 6, 9, 10, 12 22, and 23 who need physical movement to make connections. For student 16, who has autism, checking in with him or standing near him while giving directions and demonstrating the song to help him stay on track is necessary so that he does not get overwhelmed. 	
<p>Assessment</p> <ol style="list-style-type: none"> Informal: <ul style="list-style-type: none"> Together with students, go over the parts of the bird using their bodies before singing the song. Make note of students not participating. Formal: <ul style="list-style-type: none"> Students will represent the bird parts by matching the motion with the part. 	
<p>Reflection:</p> <ol style="list-style-type: none"> How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> Students did very well learning and remembering the song that helped them learn the body parts of the birds. I had all but two students fully participating. The two who weren't fully participating were singing but not doing the motions. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> Even though most every student knew the song Head, Shoulders, Knees, and Toes, I still went over it once. After the students had learned the bird part version, I allowed them to sing it very slow, and very fast. This was their suggestion and it kept them interested. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> I would honestly not change it. I felt that it was a very successful lesson. The students wanted the "lyrics" written down and I still see some singing it to themselves randomly throughout the day. How did the results of this lesson influence the way that you will teach in the future? <ul style="list-style-type: none"> I had always thought putting information to music would be an excellent way for students to learn and retain the information, but seeing it first hand was exciting. I will try to incorporate songs and movements into more lessons in the future. 	

Lesson Plan (5) Student Teacher: Jenaë Nelson Date of Lesson: 5/10/12

Lesson Title/Description: Bird Parts	
Lesson # 2 of 2	Time Allotted for this Lesson: 9:10-10 (50 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.4 After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Parts of human body ▪ Song Head, Shoulders, Knees, and Toes 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Picture of bird to label ▪ Sharpened pencil ▪ Document camera ▪ Easel paper ▪ Markers ▪ Pictures of bird parts 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: Raise your hand if you remember the song we learned?
5 min	Teaching: <ul style="list-style-type: none"> ▪ Review the important physical body parts to a bird: head, eyes, beak, back, wings, chest, legs, feet, and tail. ▪ Read book about bird parts to the class. ▪ Go over bird picture.
10 min	
5 min	
15 min	Group Application: <ul style="list-style-type: none"> ▪ Together, label and discuss the parts of a bird on the easel using words and pictures that represent the words.
10 min	Independent Application: <ul style="list-style-type: none"> ▪ Instruct students to label bird pictures with correct parts on worksheet. ▪ Provide a handout with the words of the parts for:

	<ul style="list-style-type: none"> ▪ Students to cut out the words and glue them on the line. ▪ Students to look at the words for spelling and physically write down the word on the line.
5 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Have class sing the bird song using motions one last time by themselves. ▪ Point at each labeled part and tell students to say the word out loud.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Use pictures to represent the word label of the part for students 8, 16, 22, and 28 who need visual representation and who are also emergent readers. ▪ Have students 6, 8, 12, 16, 21, 22 and 28 cut out the label and paste on the worksheet instead of writing the word on the line for those who have trouble writing. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Informal: <ul style="list-style-type: none"> ▪ Observed student input in making large class chart of bird parts by labeling using words and pictures. 2. Formal: <ul style="list-style-type: none"> ▪ After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> ▪ Most students met the objective. The class was engaged when creating the bird on the easel paper and some participated in placing pictures that represented the words in the correct places. The majority of the class excelled in completing the worksheet that had students label the bird parts. 2. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> ▪ I allowed students to come up to the Easel to place the pictures next to the part that it represented. We ended up singing the bird parts song again at the end of this lesson. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> ▪ I would have had more pictures so more students could come up to the easel and place them in the correct spot. ▪ I would also have students practice writing the words down and maybe even choose a few to tape up over my handwriting on the easel. 4. How did the results of this lesson influence the way that you will teach in the future? <ul style="list-style-type: none"> ▪ The interactive parts where the students felt like they were a direct result of their learning, that they got to actively participate was beneficial to their learning. I would like to create more interactive learning lessons in the future. 	

Lesson Plan (6) Student Teacher: Jenae Nelson Date of Lesson: 5/17/12

Lesson Title/Description: Where Birds Live: Habitat	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-9:50 (40 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.5 In groups, students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Birds, like all animals, live somewhere. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ 4 Bird pictures ▪ Habitat word find ▪ Pencil ▪ Notebook paper 	
Procedure:	
Time	Anticipatory Set:
10 min	<ul style="list-style-type: none"> ▪ Give groups 2 and 5 a picture of a woodpecker, groups 1 and 4 a duck, groups 8 and 6 a pelican and groups 7 and 3 a bluebird. ▪ Instruct students: with your group, discuss what your assigned bird's habitat might be and what it needs in the environment to survive.
5 min	Group Application: <ul style="list-style-type: none"> ▪ Ask each group one at a time: explain to the class what your group came up with for where the bird you have might live and what they would need in their habitat to survive.
10 min	Teaching: <ul style="list-style-type: none"> ▪ Discuss what makes up a habitat: <ul style="list-style-type: none"> • Food, water, shelter, and space. • Tell that all four of these things are necessary for every habitat. ▪ Tell students about the many different types of bird habitats: <ul style="list-style-type: none"> • Pond, forest, grassland, wetland, dessert, ocean.
5 min	
10 min	Independent Application: <ul style="list-style-type: none"> ▪ Pass out Habitat Word Find. ▪ Tell students to look for all 10 words associated with habitats—diagonally,

	horizontally, and vertically.
5 min	Closure: <ul style="list-style-type: none"> Ask students to repeat the four main aspects of a habitat birds need to survive. Tell students to turn in worksheet.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> The word find that is part of the activity has the words to be found provided on the worksheet and none backwards so that students 8, 16, 22, and 28 can be successful in finding the words. Group discussion will help students 8, 12, 16, 19, 21, 22, and 28 learn from their peers. 	
Assessment <ol style="list-style-type: none"> Informal: <ul style="list-style-type: none"> Walk around classroom, observe and if necessary answer questions students might have on word find. Formal: <ul style="list-style-type: none"> Students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation. 	
Reflection: <ol style="list-style-type: none"> How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> Students met the objective if: <ul style="list-style-type: none"> They participated in the activity during the anticipatory set. They completed the word find. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> I ended up extending the anticipatory set to let students discuss all aspects of the bird's habitat. The original time I set was not long enough. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> I would have students write down the words associated with habitats that are included in the word find with definitions to help remind the students of what each word is. This way when they see the words again they will know what they mean. How did the results of this lesson influence the way that you will teach in the future? <ul style="list-style-type: none"> For the future I will make sure to compile a vocabulary packet of all the words related to the unit. This way the students can fill in the definitions as we go and have them to refer to in the future. 	

Lesson Plan (7) Student Teacher: Jenae Nelson**Date of Lesson: 5/18/12**

Lesson Title/Description: How Some Birds Hide: Coloring and Camouflage	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-9:55 (45 min)
Goal 2: (Science) 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live. [Oregon Science Standard]	Objective: 2.6 After learning about habitats, students will demonstrate the need for birds to camouflage into their surroundings by listing 2 reasons for different birds to have varying colored feathers.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Not all birds are the same color. ▪ Some birds are hunted and some birds hunt. ▪ Where they thought about hiding their bird during the pre-assessment. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Paper cut out of bird for activity ▪ Supply boxes ▪ White board and markers ▪ Document camera ▪ Pictures of various birds 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: Raise your hand if you can tell me the name of an animal that uses camouflage.
10 min	Teaching: <ul style="list-style-type: none"> ▪ Write the words camouflage, prey, and predator on the white board with definitions. Talk about each one with students. ▪ Show example pictures of birds using camouflage on document camera. Tell students to discuss what makes the bird camouflage (their color, pattern, etc).
10 min	Independent Application: <ul style="list-style-type: none"> ▪ Pass out white bird cut outs. Tell persons numbers 2 and 4: please get supply boxes for your group. ▪ Instruct students to remember where they thought about placing their camouflaged bird. Explain rules: Your bird must be hidden in plain sight (verify that students know what this means).

25 min	Group Application: <ul style="list-style-type: none"> Chose one or two table groups to hide their birds at a time. Tell students who are not hiding their birds that they are the predators, looking for the birds. The students hiding their birds are the prey. Everyone will have a chance to be both. Tell predators they must wait quietly in the hall while the Prey hide. Predators also need to stay quiet while looking so as not to scare off the prey.
5 min	Closure: <ul style="list-style-type: none"> Tell students who have not had a chance to be prey yet that they will have a chance on Tuesday.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> For student 8, who has a difficult time deciding where to put his bird, a little extra time and help was given while the predators were in the hall. Student 22, who is shy, was allowed to watch the game once before choosing to play. 	
Assessment <ol style="list-style-type: none"> Informal: <ul style="list-style-type: none"> Observe that students were demonstrating camouflage properly by hiding their created bird in plain sight. Formal: <ul style="list-style-type: none"> Students will demonstrate the need for birds to camouflage into their surroundings by listing 2 reasons for different birds to have varying colored feathers. 	
Reflection: <ol style="list-style-type: none"> How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> Students wrote two reasons down about why they thought birds should camouflage after doing the activity. Some students could only list one reason, so only 78% were able to meet this objective. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> I chose to have two table groups be the prey at a time to allow more students to participate in the activity before the lesson was over for the day. Originally I had the students who had not been the prey place their birds in their tubs on their desks so that other students did not see what color it is. Then I had the students who got to hide their bird place them face up on their desk when finished. I found that predators were finding the birds in the tubs and exposing what they looked like too soon. For this reason I collected all the birds that had not been prey yet and hid them in my desk. Then I called the children up to get their birds when it was time to hide them. This worked much better. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> I would have the students write 2 ways birds use camouflage before the activity. Then I would have students specify one way birds as prey use camouflage and one way birds as predators use camouflage after the activity to distinguish between 	

the two.

4. How did the results of this lesson influence the way that you will teach in the future?

- In the future I will keep in mind the learning gains an activity can have and track this gain by having students complete a question before and after. This will hopefully help students remember and internalize the material they are learning.

Lesson Plan (8) Student Teacher: Jenae Nelson Date of Lesson: 5/21/12

Lesson Title/Description: Bird Books	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-9:45 (35 min)
Goal 3: (Reading) EL.02.RE.27 Students will read informational texts for answers to specific questions or for specific purposes. [Oregon Science Standard]	Objective: 3.1 After an introduction to researching information, in groups, students will read appropriate leveled books to find all five required details about their bird. (Type of bird, beak, feet, coloring & habitat)
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> How to find information using literature. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Various bird books from library 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> Tell students the bird book options: Hummingbird, hawk/eagle, cardinal, mallard duck, parakeet, chicken, roadrunner, or blue jay. Say: Be thinking of the type of bird you want.
10 min	Teaching: <ul style="list-style-type: none"> Explain: Each of you will choose a bird to do a short report on. You will read a book on the bird and write a proper paragraph that includes the type of bird, beak, feet, coloring & habitat. Pass out books and tell students to sit by other students with the same book.
5 min	
5 min	Group Application: <ul style="list-style-type: none"> Tell students to get into groups based on what type of bird they choose. Designate a table group for one to two birds (depending on how many students chose each bird).
5 min	
	<ul style="list-style-type: none"> Ask students to: Discuss in groups about your bird. Share information and books if you cannot find what you need the book you have.
	Independent Application:
10 min	<ul style="list-style-type: none"> Read book to get to know your bird and look for the five facts about birds.
	Closure:

5 min	<ul style="list-style-type: none"> ▪ Instruct students to: Stack your bird books to one side of the table group where you are sitting.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Students 8, 10, 12, 16, 19, 21, 22, and 28, who are emergent readers, will receive help reading difficult words. 	
Assessment <ol style="list-style-type: none"> 1. Informal: <ul style="list-style-type: none"> ▪ Walked around observing students looking through and reading bird books. Answering any questions about unfamiliar words. Making note of students not participating. 2. Formal: <ul style="list-style-type: none"> ▪ Students will read appropriate leveled books to find all five required details about their bird. 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? <ul style="list-style-type: none"> ▪ All students met the objective. When I was walking around the classroom observing, all students were actively engaged in reading their books and finding details. 2. Describe any changes you made as you were teaching the lesson. <ul style="list-style-type: none"> ▪ I allowed for more time working, extending the lesson into the reading time since the Harcourt stories are finished for the year. The students were working so well I did not want to stop them. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. <ul style="list-style-type: none"> ▪ Looking back, I would provide the organizer along with the book so students could get started right away. This would give them more time to find and write down all five facts. 4. How did the results of this lesson influence the way that you will teach in the future? <ul style="list-style-type: none"> ▪ For future reading lessons, I would limit the groups to no more than 5 students per each bird type. This will keep groups to a more reasonable number and cut down on side chatter. 	

Lesson Plan (9) Student Teacher: Jenae Nelson Date of Lesson: 5/22/12

Lesson Title/Description: Reading Recall	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-9:50 (40 min)
Goal 4: (Reading) EL.02.RE.28 Students will recall facts and details in the text to clarify and organize ideas. [Oregon Science Standard]	Objective: 4.1 Using an organizer provided, students will recall facts about their bird by listing all five facts. (Type of bird, beak, feet, coloring & habitat)
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ The bird students chose books on for the report. ▪ Information on the bird of choice. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Bird Books ▪ Organizer sheet with 5 facts students need to include (Type of bird, beak, feet, coloring & habitat) ▪ Sharp pencil ▪ Document camera 	
Procedure:	
Time	Anticipatory Set:
5 min	<ul style="list-style-type: none"> ▪ Ask: Does everyone remember what table group you were sitting at while reading your bird books?
5 min	Teaching: <ul style="list-style-type: none"> ▪ Have students move to respected table group (by bird type where they were last time). Pass out books and organizers. Have students put name at top of paper. ▪ Put organizer on document camera. Read over bullet points of what facts students need to include in the organizer. (Type of bird, beak, feet, coloring & habitat)
5 min	
20 min	Independent Application: <ul style="list-style-type: none"> ▪ Walk around as students are recalling information from books and writing down five facts into organizer.
5 min	Closure: <ul style="list-style-type: none"> ▪ Instruct: Please place your organizer inside your bird book. Place books in pile on table for pick-up.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ For students 8, 12, 16, and 22, who are emergent writers, help will be provided by the aid 	

to translate what student wants to say on paper for them to copy into organizer.

Assessment

1. Informal:

- Walk around and provide help to students writing or reading difficult words. Make note of students absent or not participating.

2. Formal:

- Students will recall facts about their bird by listing all five facts.

Reflection:

A. How did the students do re: the objectives, and how do you know?

- Most of the students met the objective the first time. While walking around observing and answering questions, I noticed that some students did not have all five details. I asked these students to find the one they were missing. If it was not in the book, then I challenged them to think back to previous lessons and tell from memory what type of beak, feet, of the chosen bird, and if the bird uses camouflage based on the color of the bird and it's habitat based on the physical features (giving their opinions, if necessary information was unavailable).

B. Describe any changes you made as you were teaching the lesson.

- I allowed for more time working, extending the lesson into the reading time since the Harcourt stories are finished for the year. The students were working so well I did not want to stop them.

C. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew.

- I would have given the organizer to students when the books were first passed out, because I found that most students had a hard time recalling facts from memory, they had to look back in their books to find the information again anyway.

D. How did the results of this lesson influence the way that you will teach in the future?

- I future lessons I will try to plan out lessons together when possible. This will hopefully make less repetitive work for the students and be a better use of instruction time.

Lesson Plan (10) Student Teacher: Jenae Nelson Date of Lesson: 5/19/12

Lesson Title/Description: Writing	
Lesson # 1 of 1	Time Allotted for this Lesson: 9:10-9:50 (40 min)
Goal 5: (Writing) EL.02.WR.25 With organizational help, students will begin writing brief informative reports. [Oregon Science Standard]	Objectives: 5.1 After collecting the data about their bird, students will be able to write a paragraph on a bird by including all five required details.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Students need to know what bird students have chosen for their report. ▪ Remember what five facts are written down in the organizer. ▪ What a paragraph is and the parts to a properly formatted paragraph. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Organizer with facts written down ▪ Sharp pencil ▪ Bird book(s) ▪ Lined paper 	
Procedure:	
Time	Anticipatory Set:
2 min	<ul style="list-style-type: none"> ▪ Tell students: When you hear your name, please come get your book and organizer.
5 min	Teaching: <ul style="list-style-type: none"> ▪ Pass out books with organizers. ▪ Tell students: When you have your organizer completely filled in, you will transfer the information from your organizer, to a piece of lined paper.
10 min	
	<ul style="list-style-type: none"> ▪ Model a proper paragraph and tell students that all five facts must be in the paragraph.
	Independent Application:
20 min	<ul style="list-style-type: none"> ▪ Walk around and observe students finishing up organizers and writing paragraph.
	Closure:
5 min	<ul style="list-style-type: none"> ▪ Tell students: If you are not done with your paragraph, tuck it and your organizer back in your book and place it in a pile on your table. If you are finished with your paragraph, turn it and your organizer into me and place your books in the pile on the desk.

Meeting Varying Needs of Students:

- More time is provided for students 8, 10, 12, 16, 19, 21, 22, and 28, who are emergent writers. It takes them longer to get information down. Also, an aid is available when necessary, to help these students write down information that will then be copied by the student onto lined paper.

Assessment**1. Informal:**

- Walk around classroom providing help to students that might be stuck. Making note on students who are absent or not working.

2. Formal:

- Students will be able to write a paragraph on a bird by including all five required details.

Reflection:**E. How did the students do re: the objectives, and how do you know?**

- All students met the objective of writing a paragraph including all five facts about their bird. Most had proper paragraphs that included indentation and punctuation.
- The students turned in their final drafts of their paragraphs so I could look through them and underline each fact. This was the proof I have of the objective being met.

F. Describe any changes you made as you were teaching the lesson.

- Half way through I realized I needed to stop the class and review a proper paragraph and what an indentation is. Quite a few rough drafts did not have indentation and the facts were placed as more of a list than a paragraph.
- I had students stay at their own desks during this lesson instead of having them group up again like I was originally planning. The noise level was too high during the last lesson and I knew students would be more productive writers if it is quiet.

G. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew.

- The thing I would change about this lesson would be to include a section where I re-taught what the components of a proper paragraph is. This would have helped the students have fewer revisions to their bird reports.

H. How did the results of this lesson influence the way that you will teach in the future?

- In the future, I will go over all parts (including what I want for the writing piece) better, and not just assume they have good prior knowledge. Paragraphs have been taught multiple times this year, but some students still had not properly grasped the concept.

I. Assessment plan and Instrument

A. Assessment Plan Chart

Goals/Objectives	Pre-Assessment	Formative	Post-Assessment
<p>Goal 1: Science</p> <p>2.2L.1 Students will describe life cycles of living things.</p> <p>[Oregon Science Standard]</p>			
<p>Objective 1.1</p> <p>After learning about a bird's life cycle, students will be able to complete a mobile of the stages of a bird's life cycle by correctly placing the five pictures that represent each stage in the correct order.</p> <p>(1.Empty nest, 2.Eggs, 3.Mother on eggs, 4.Hatchlings in nest, 5.Adult bird flying)</p>	Q 1	<p>Lesson #1</p> <p>Walk around to observe students make the mobile. Help tie knots. Have students turn in the finished mobile</p>	Q 1
<p>Goal 2: Science</p> <p>2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live.</p> <p>[Oregon Science Standard]</p>			
<p>Objective 2.1</p> <p>After discussing which beaks are suitable to each which foods, students will identify the correct beak to each bird by telling which birds eat what foods with 88% accuracy.</p>	Q 2	<p>Lesson #2</p> <p>Moved about the room to check on student participation. Made note of who was not involved.</p>	Q 2
<p>Objective 2.2</p> <p>After being introduced to different types of bird feet, students will identify the types of feet by correctly matching four of the six types of feet to a picture of each bird.</p>	Q 3	<p>Lesson #3</p> <p>With a checklist, make note of table groups' answers. (Checking correct or incorrect)</p>	Q 3
<p>Objective 2.3</p> <p>After learning a bird song with motions, students will correctly represent the bird parts by matching the motion to the body part.</p>	Q 4	<p>Lesson #4</p> <p>Watch the students sing the song for participation</p>	Q 4

<p>Objective 2.4</p> <p>After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly.</p>	Q 4	<p>Lesson #5</p> <p>Walked around the classroom and observe students filling out worksheet.</p>	Q 4
<p>Objective 2.5</p> <p>In groups, students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation.</p>	Q 5	<p>Lesson #6</p> <p>Talk about what is necessary for habitats to have. Walk around and observe students.</p>	Q 5
<p>Objective 2.6</p> <p>After learning about habitats, students will explain the need for birds to camouflage into their surroundings by correctly listing at least 2 reasons for different birds to have varying colored feathers.</p>	Q 5 & Q 6	<p>Lesson #7</p> <p>Learn about camouflage. Watch students demonstrate knowledge by hiding created bird.</p>	Q 5 & Q 6
<p>Goal 3: Reading</p> <p>EL.02.RE.27 Students will read informational texts for answers to specific questions or for specific purposes.</p> <p>[Oregon Science Standard]</p>			
<p>Objective 3.1</p> <p>After an introduction to researching information, in groups, students will read appropriate leveled books to find all five required details about their bird.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>		<p>Lesson #8</p> <p>Read books on a specific assigned bird.</p> <p>Answer any questions, and help students read larger words.</p>	
<p>Goal 4: Reading</p> <p>EL.02.RE.28 Students will recall facts and details in the text to clarify and organize ideas.</p> <p>[Oregon Science Standard]</p>			
Objective 4.1	Qs 2, 3, 5, & 6	Lesson #9	Qs 2, 3, 5, & 6

<p>On paper, students will recall facts about their bird by filling in the notebook paper provided listing at least five facts.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>		<p>Fill out a graphic organizer to arrange the five points of information.</p>	
<p>Goal 5: Writing</p> <p>EL.02.WR.25 With organizational help, students will begin writing brief informative reports.</p> <p>[Oregon Science Standard]</p>			
<p>Objective 5.1</p> <p>After collecting the data about their bird, students will be able to write a paragraph on a bird by including all five required details.</p>	<p>Qs 2, 3, 5, & 6</p>	<p>Lesson #10</p> <p>Write short report on assigned bird using the foldable.</p> <p>Model writing.</p>	<p>Qs 2, 3, 5, & 6</p>

B. Copy of Assessment Answer Keys

Assessment Keys

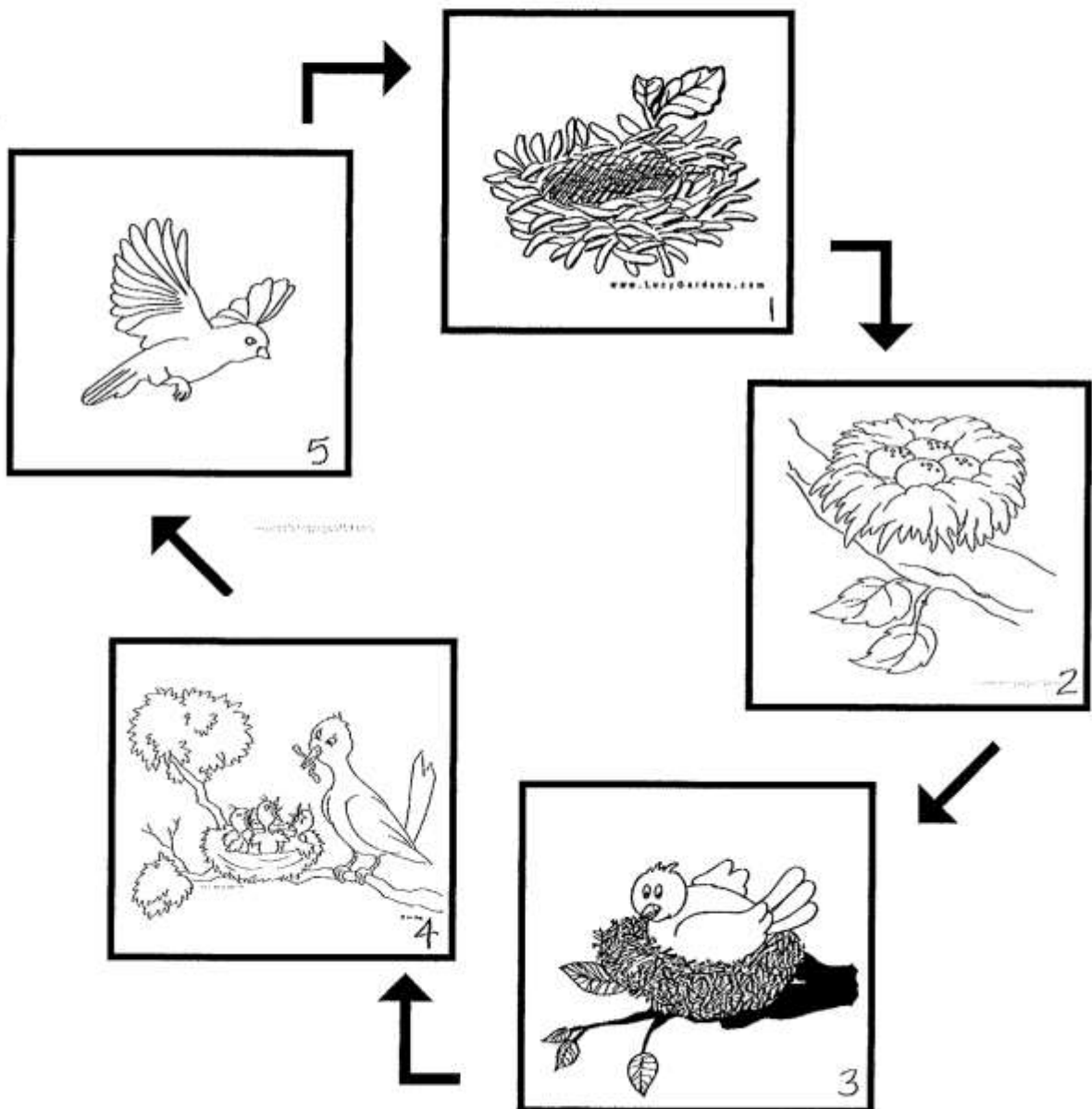
Question 1

Name Key

Date 4/18/12

A Bird's Life Cycle

/5



Question 2

Name Key

4/20/12

Birds

Reading comprehension

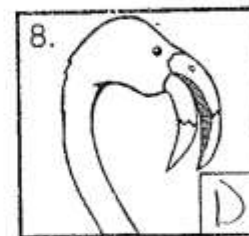
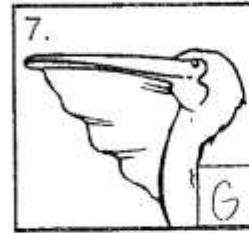
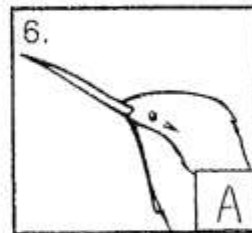
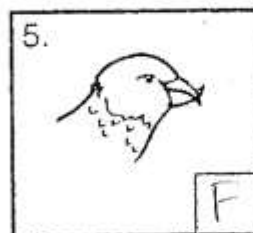
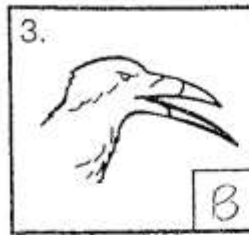
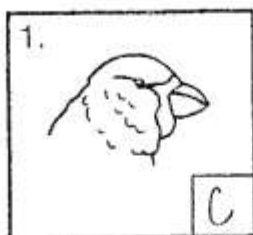
Beak Business

/8

Read the clues.

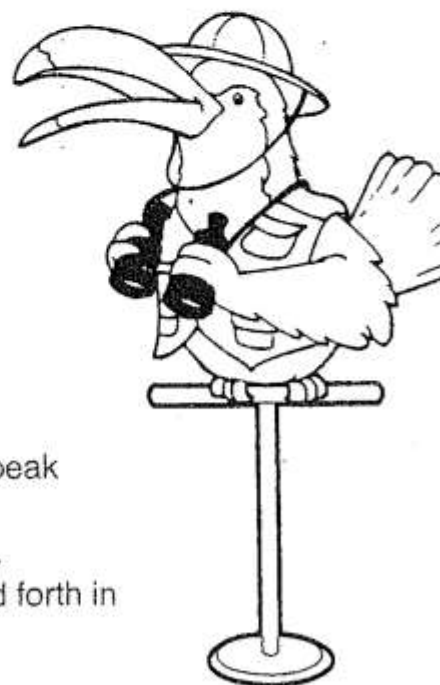
Underline the name of the bird in each clue.

Write the letter of each clue by the correct picture.



Clues:

- A. A long, thin beak helps a hummingbird reach the nectar in flowers.
- B. A skimmer uses its beak to skim the water's surface for food. The bottom section of its beak is longer than the top section.
- C. A finch can crack seeds open with its short, cone-shaped beak.
- D. A flamingo has a hairlike fringe on its beak for straining water.
- E. A hooked beak helps an eagle tear and eat meat.
- F. A crossbill has a beak with crossed tips. It uses its beak to get seeds from pinecones.
- G. The beak of a pelican has a pouch for catching fish.
- H. A spoonbill sweeps its long, rounded beak back and forth in water to find food.



Bonus Box: A grosbeak eats seeds. What do you think its beak looks like? Why? Explain on the back of this sheet. Then illustrate your work.


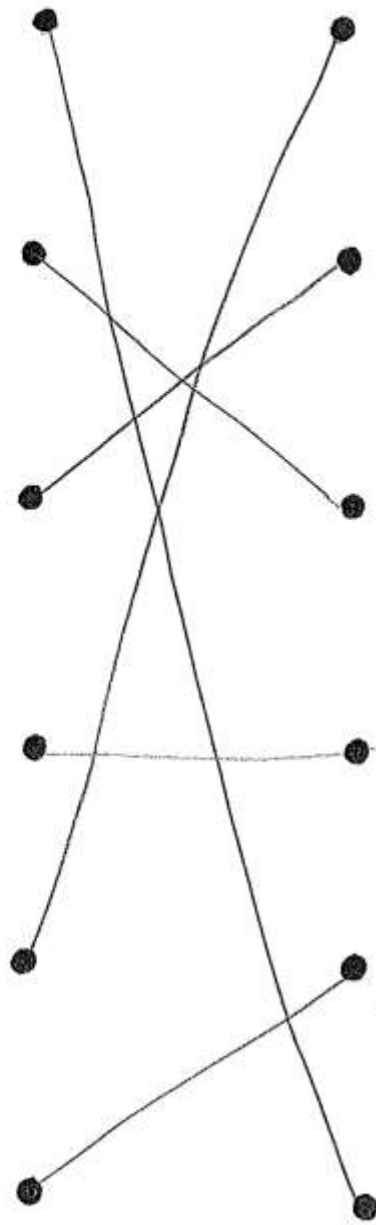




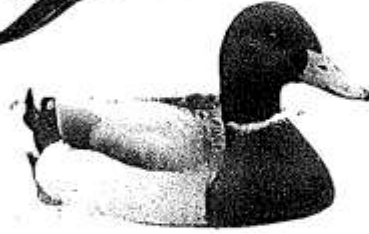




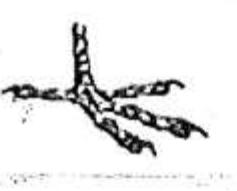

Question 3

Bird Feet Pre-Assessment

1/6

Name Key 4/27/12

Match the foot to the bird by drawing a line.

1			
2			
3			
4			
5			
6			

Question 3

Bird Feet Post-Assessment

16

Name key

Match the foot to the bird by drawing a line.






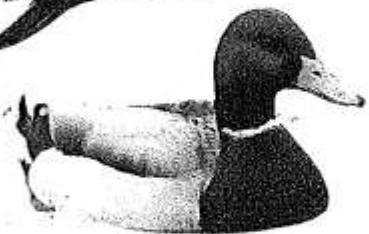

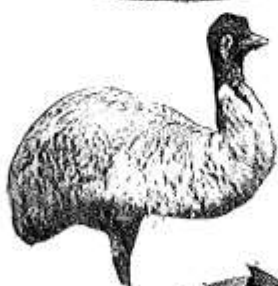




1		
2		
3		
4		
5		
6		

Diagram showing connections between foot numbers and bird images:

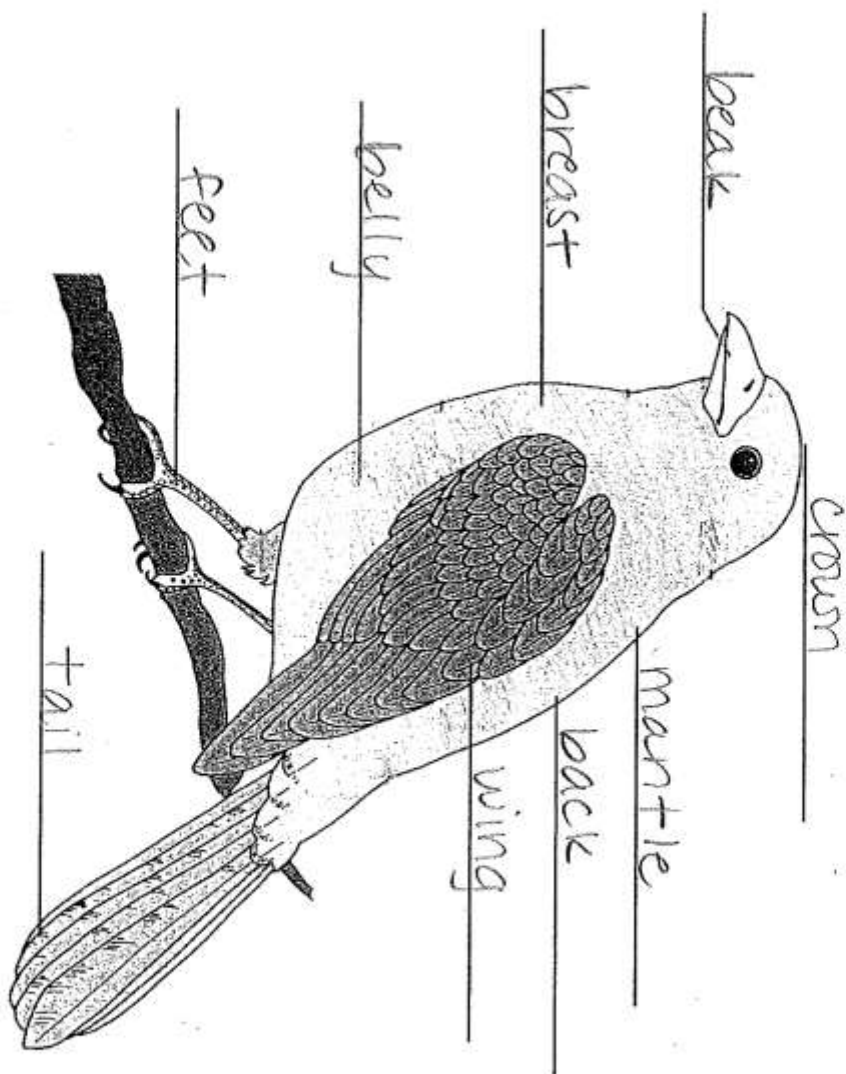
- Foot 1 is connected to Bird 1 (Hawk).
- Foot 2 is connected to Bird 2 (Woodpecker).
- Foot 3 is connected to Bird 3 (Duck).
- Foot 4 is connected to Bird 4 (Ostrich).
- Foot 5 is connected to Bird 5 (Cardinal).
- Foot 6 is connected to Bird 6 (Chicken).

Question 4

My name: Key 5/9/12

BIRDS

/9



Question 5

Habitat Pre Assessment

Key

9

1. All birds need water to survive.

☒ T

☐ F

2. All birds live in trees.

☐ T

☒ F

3. Birds do not need a lot of space.

☐ T

☒ F

4. All birds make the same kind of nest.

☐ T

☒ F

5. What is a habitat?

The place where the animal (bird) lives - home

6. List *four* things birds need to survive in their habitat.

food Shelter

Water Space

When done please silently read at your seat.

Question 6

Key
6

Bird Coloring and Camouflage Pre Assessment.

1. List two reasons why birds might need to blend in to their habitat.

to stay safe (away from predators) to find/catch food

2. The males and females of the same type of bird are always the same color.

T

(F)

3. If you were a bird in our classroom, where would you hide?

Why would you hide there?

answers: any
vary

When finished

1. Draw a picture on the back
2. Silently read

C. Narrative of Pre and Post Assessment Instrument

▪ **Instrument design Guidelines:**

- I would say that these types of assessment questions are sound because a variety of recommended designs were used. Including, multiple choice, true/false, short answer, cut and paste with images, and matching forms of assessment questions.

▪ **Instrument Design & Criteria:**

- I believe the assessment follows common recommended second grade guidelines. I chose a variety of designs when forming my assessment to ensure that every student could practice a multitude of ways to be tested. Question 1 involved cutting and pasting in sequence. Question 2 and 3 were matching. Question 4 involved labeling a picture. Question 5 and 6 incorporated both true and false as well as short answer questions. I varied the type of assessment to get progressively more difficult, starting with cutting and pasting to matching to true/false and short answer; moving from using more pictures to having students do more writing. There is a total of 43 points possible for the pre-assessment.
- The post-assessment is identical to the pre-assessment with the exception of question number six. I aligned one of the questions with the formative assessment, so that question no longer applied during the post-assessment and was crossed out. There is a total of 40 points possible for the post-assessment.

▪ **Administration:**

- Originally I was administering the pre-assessment on a weekly basis. I had started this way because each week the students were given a different topic about birds to learn, so the week before I would assess for the information I would teach in my lesson. I chose to do it this way because I thought it would break up a large assessment into more reasonable chunks for my students to complete. Each assessment varied. If there was some form of reading involved, I read the questions to the class, mainly for the emergent readers. Since I have quite a few emergent readers, I found this easier than going to help each one individually. It was suggested that for the last few sections of the assessment I bundled into a packet to be given at the same time. In the future I would take each individual worksheet and make a packet to be given in the beginning of the unit (for pre-assessing) and then again at the end of the unit (for post-assessing).
- The post-assessment was administered the same as the pre-assessment, until the end when I grouped questions 4, 5 & 6 in a packet, giving it to the students at the very end.

▪ **Adjustments:**

- My students have understood what the pre-assessments asked them to do. I did have to read some of the questions to them, which I was not expecting to do. In my post-assessment I will try to read them together more clearly before starting so the students who are still emergent readers will know what the question is asking them.
- Because there are quite a few emergent readers in the classroom, I had the students do the reading-heavy questions together and I would read it for the class on the document camera. Questions 1, 2, & 3 I had students complete on

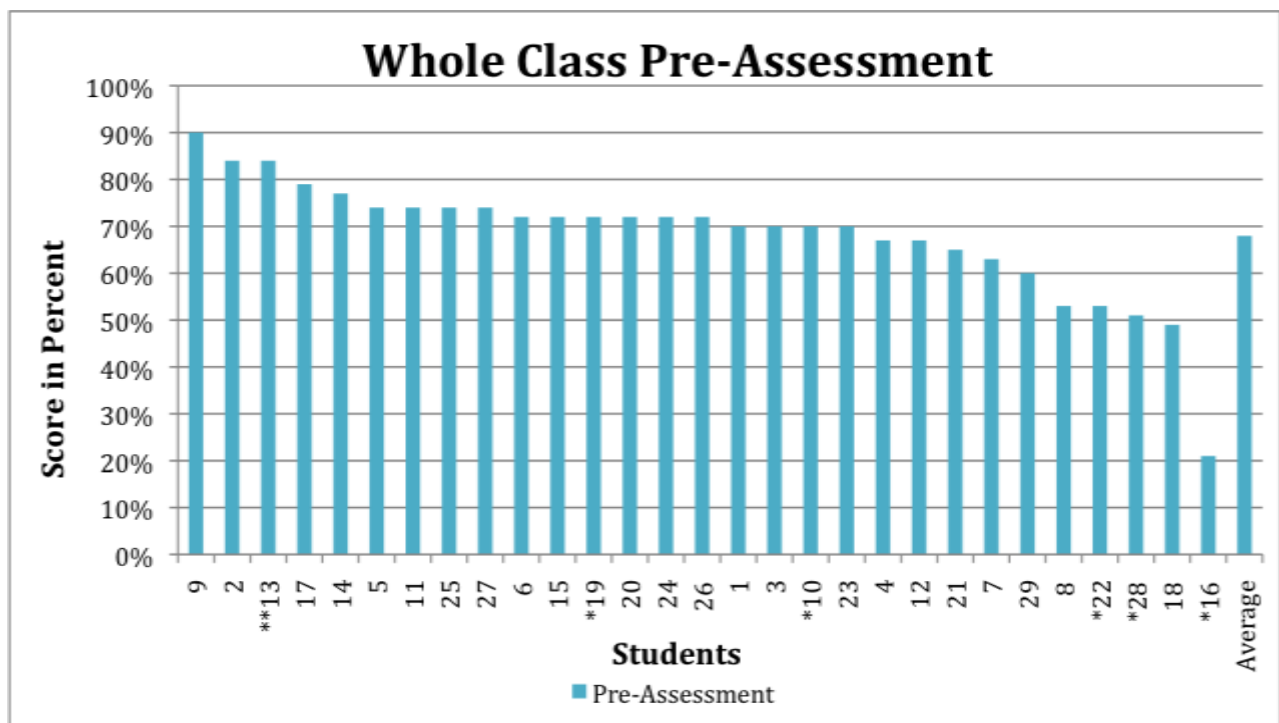
their own after I went over the instructions for them once on the document camera. This was a more successful approach.

▪ **Critical Look:**

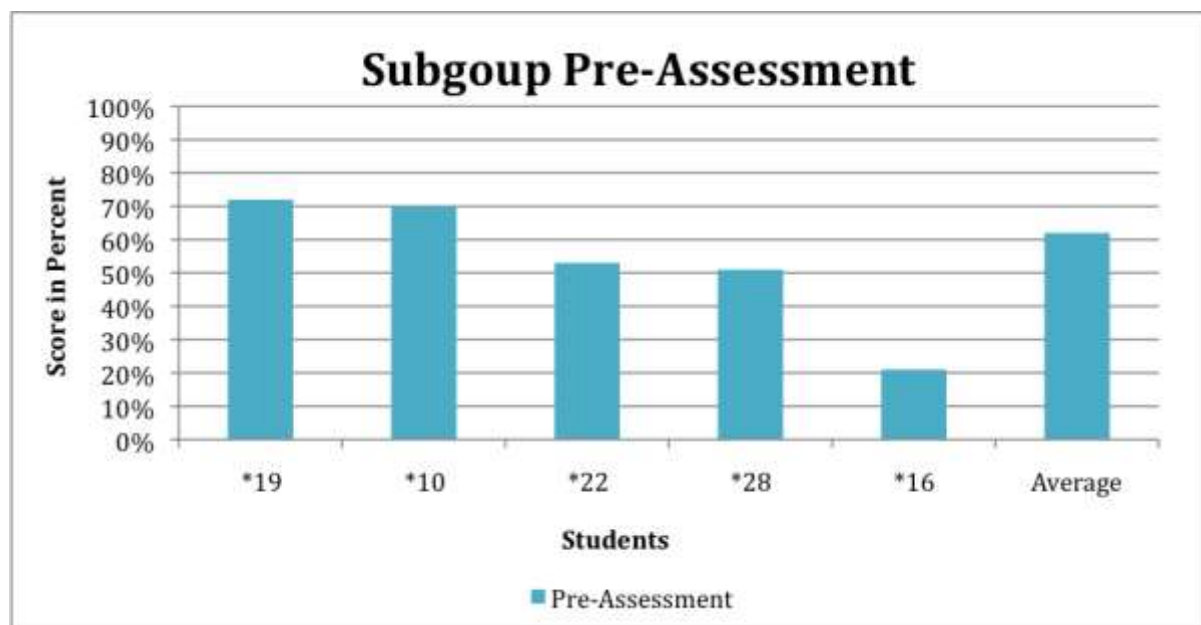
- The flaw in the assessment was in the way I started administering it (each week before the material was taught, and then again a week after the material was taught.). To improve I just need to put each worksheet into a packet to be given in the beginning and again at the end. Overall, I thought variety of questions was appropriate and accurate.

II. Pre-Assessment Analysis

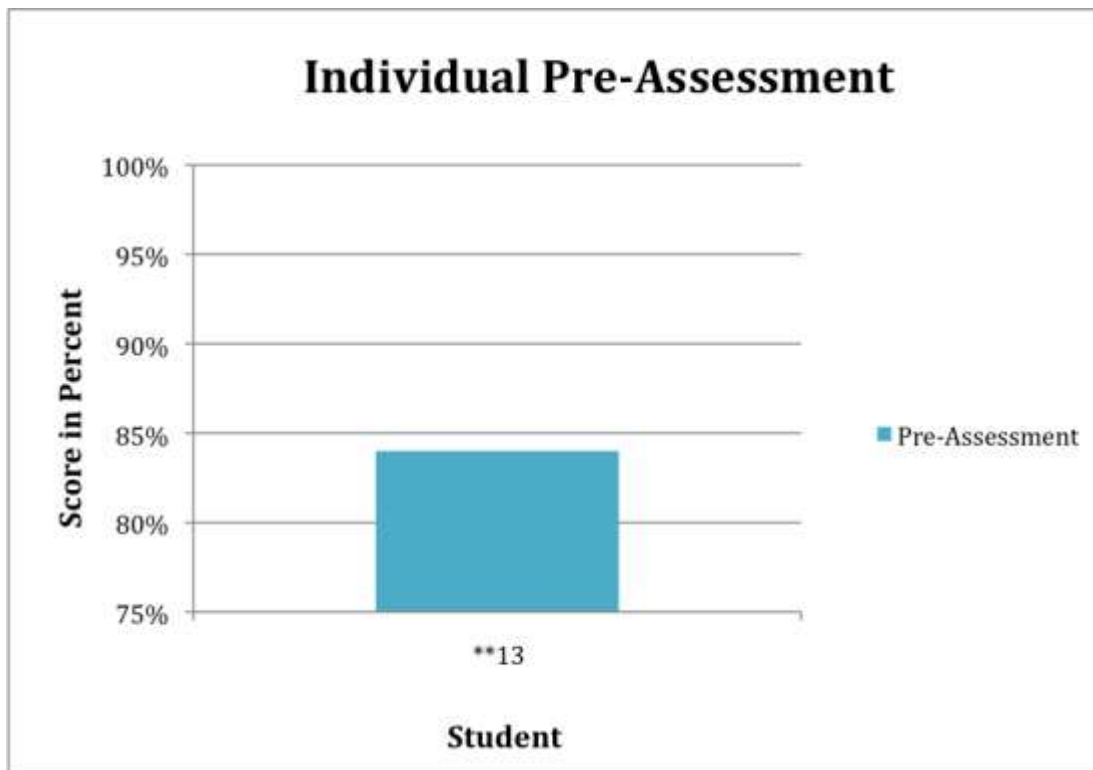
Whole Class Pre-Assessment Test Scores	
Students	Score in %
9	90
2	84
**13	84
17	79
14	77
5	74
11	74
25	74
27	74
6	72
15	72
*19	72
20	72
24	72
26	72
1	70
3	70
*10	70
23	70
4	67
12	67
21	65
7	63
29	60
8	53
*22	53
*28	51
18	49
*16	21
Average	68
Subgroup	62
Individual	84



Subgroup Pre-Assessment Test Scores	
Student	Score in %
*19	72
*10	70
*22	53
*28	51
*16	21
Average	62



Individual Pre-Assessment Test Scores	
Student	Sore in %
**13	84



Interpretation of Data

- In objective 2.4 students as a whole did well labeling the body part of the bird with no more than two errors. Even though they might not have understood what at least two parts were some made accurate guesses. This told me that I needed to teach my lesson in completion but on a more in depth level to reach past the prior knowledge of the students who fulfilled the criteria.
- In the rest of the objectives, 1.1, 2.1, 2.2, 2.3, and 2.6 the majority of the class was unable to complete the assessment in fulfilling the criteria. This told me that I need to teach these lessons in completion and on a more basic level to reach the majority of the class who had little to no prior knowledge on the topic.
- The subgroup over all, did not exhibit much prior knowledge of birds. This showed me that I would need to focus on this group of students when teaching the lessons to make sure they are grasping the information.
- The individual has quite a bit prior knowledge when it comes to birds. She has two of her own as pets so I was not surprised that she did well on the pre-assessment as a whole. This tells me that I will have to keep her in mind when teaching and try to challenge her with higher-order thinking, as well as allow her to share her knowledge with her peers.

Data Analysis Aligned with Goals and Objectives

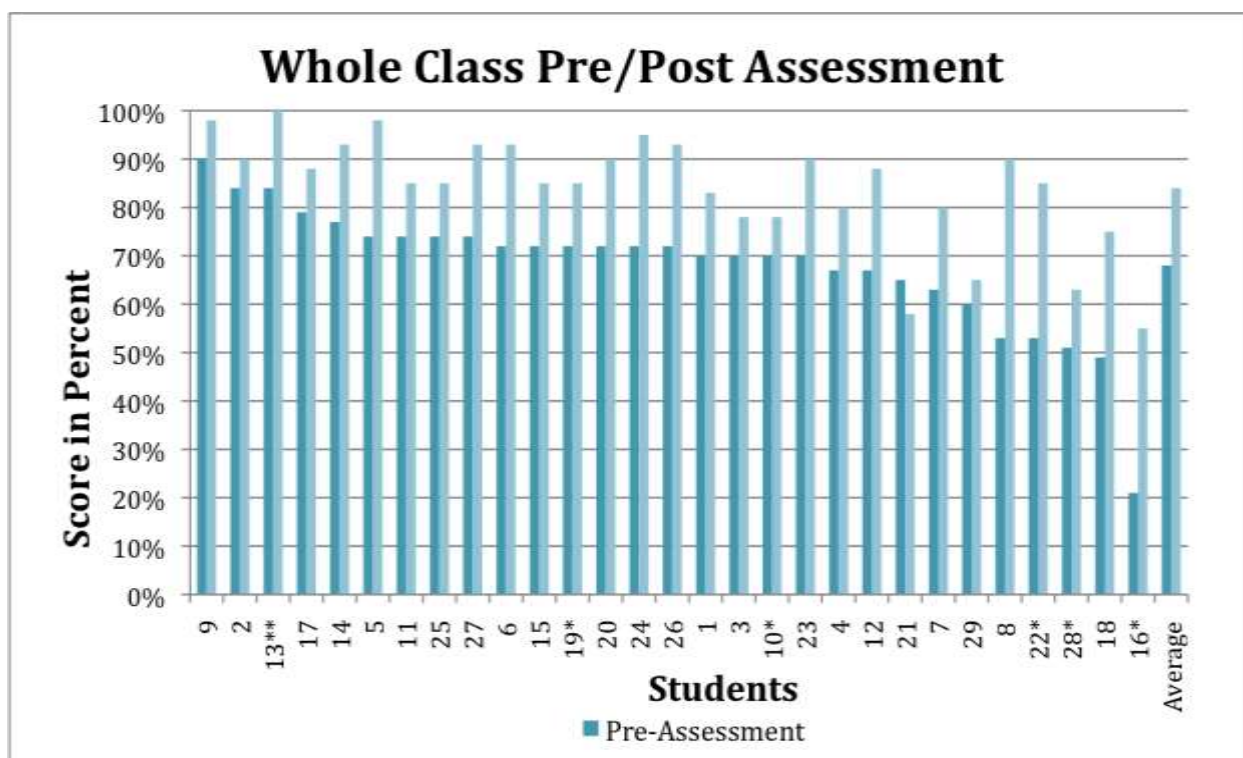
Learning Outcomes	Pre-Assessment Data and Analysis
<p>Goal 1: Science</p> <p>2.2L.1 Students will describe life cycles of living things.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 1.1</p> <p>After learning about a bird's life cycle, students will be able to complete a mobile of the stages of a bird's life cycle by correctly placing the five pictures that represent each stage in the correct order.</p> <p>(1.Empty nest, 2.Eggs, 3.Mother on eggs, 4.Hatchlings in nest, 5.Adult bird flying)</p>	<p>Pre-Assessment Item: Q 1</p> <p>Class Results: 24% know this information, or were able to make educated guesses on the correct order of the life cycle with little prior knowledge.</p> <p>Subgroup Results: 56% was the average. The subgroup has little to no prior knowledge regarding bird life cycles.</p> <p>Individual Results: 100% Student 13 has quite a bit of prior knowledge when it comes to birds and correctly ordered all five pictures representing the life cycle.</p>
<p>Goal 2: Science</p> <p>2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 2.1</p> <p>After discussing which beaks are suitable to each which foods, students will identify the correct beak to each bird by telling which birds eat what foods with 88% accuracy.</p>	<p>Pre-Assessment Item: Q 2</p> <p>Class Results: 41% appear to know the information, but only 24% do. The other 17% had help from an aid who gave answers to the DLC students sitting near these students at the time of the assessment. The information was still taught in completion.</p> <p>Subgroup Results: 60% was the average.</p> <p>Individual Results: 75% Student 13 does not have as much prior knowledge when it comes to beak type.</p>
<p>Objective 2.2</p> <p>After being introduced to different types of bird feet, students will identify the types of feet by correctly matching four of the six types of feet to a picture of each bird.</p>	<p>Pre-Assessment Item: Q 3</p> <p>Class Results: 31% fulfilled the objective of getting four out of six, or 67% or higher on the assessment. The lesson was still taught to completion since the majority of the class was unaware of the many types of bird feet.</p> <p>Subgroup Results: 50% was the average.</p> <p>Individual Results: 50% Student 13 did not have</p>

	much background knowledge on the many types of bird feet.
<p>Objective 2.3</p> <p>After learning a bird song with motions, students will correctly represent the bird parts by matching the motion to the body part.</p>	<p>Pre-Assessment Item: Q 4</p> <p>Class Results: 90% of students were singing the song <i>and</i> doing the motions.</p> <p>Subgroup Results: 80% participation—one student out of five from the subgroup did not do the motions with the song.</p> <p>Individual Results: 100% participation</p>
<p>Objective 2.4</p> <p>After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly.</p>	<p>Pre-Assessment Item: Q 4</p> <p>Class Results: 79% were able to identify 7 out of 9 parts (scoring 78% or above on the test) using prior knowledge. Though most students did not know what a crown or mantle was, they were able to guess correctly.</p> <p>Subgroup Results: 78% was the average. All of the subgroup was able to guess 7 out of 9 parts correctly.</p> <p>Individual Results: 100% I had student 13 explain to the class what the more difficult parts were. (She enjoyed sharing her knowledge.)</p>
<p>Objective 2.5</p> <p>In groups, students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation.</p>	<p>Pre-Assessment Item: Q 5</p> <p>Class Results: 97% participation. 1 student out of 29 chose not to participate in the discussion.</p> <p>Subgroup Results: 100% participation.</p> <p>Individual Results: 100% participation.</p>
<p>Objective 2.6</p> <p>After learning about habitats, students will tell what a habitat is and explain the need for birds to camouflage into their surroundings by correctly listing at least 2 reasons for different birds to have varying colored feathers.</p>	<p>Pre-Assessment Items: Q 5 and Q 6</p> <p>Class Results: For Q 5: 69% were able to correctly tell what a habitat was and for Q 6: 66% were unable to correctly list 2 reasons for birds to use camouflage. This lesson was taught in completion and more in depth in certain areas (habitat and reasons for camouflage).</p> <p>Subgroup Results: 3 out of 5 students, or 60% were able to correctly answer Q 5, and only 1 out of 5, or 20% was able to correctly answer Q 6.</p> <p>Individual Results: 100% on Q 5 and Q 6. This lesson was taught more in depth because of student 13 and a few others.</p>
<p>Goal 3: Reading</p> <p>EL.02.RE.27 Students will read informational texts for answers to specific questions or for specific purposes.</p>	

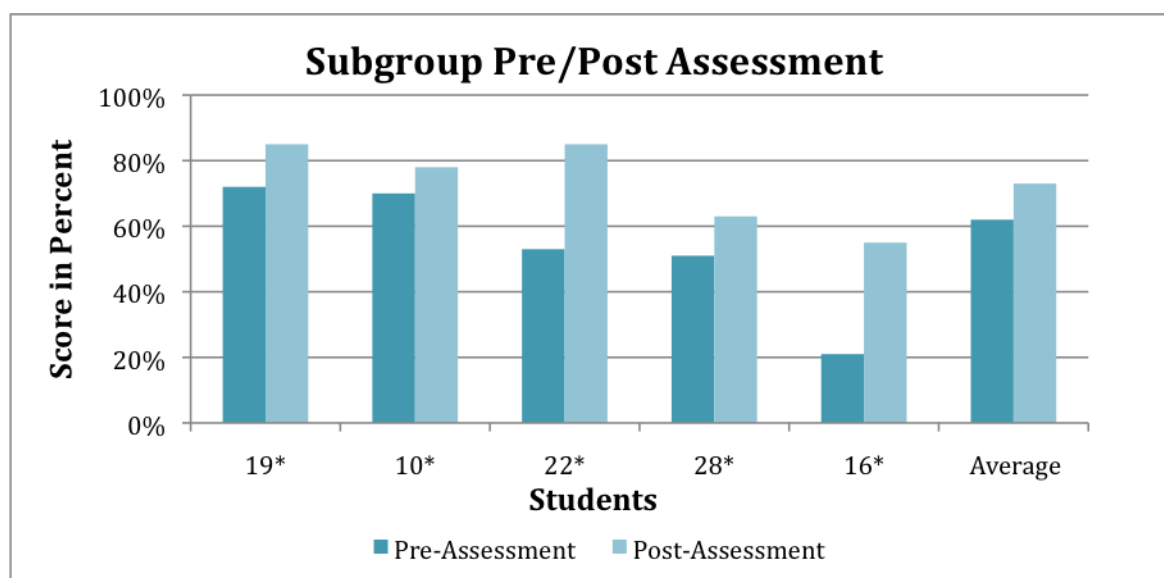
[Oregon Science Standard]	
<p>Objective 3.1</p> <p>After an introduction to researching information, in groups, students will read appropriate leveled books to find all five required details about their bird.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	
<p>Goal 4: Reading</p> <p>EL.02.RE.28 Students will recall facts and details in the text to clarify and organize ideas.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 4.1</p> <p>On paper, students will recall facts about their bird by listing at least five facts.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	<p>Pre-Assessment Items: Qs 2, 3, 5, & 6</p> <p>Class Results: 90% had all five facts in their notes. These students might have to go back through their books to find the last fact before they draft.</p> <p>Subgroup Results: 90% had all five facts. They will have to go in search for the final fact.</p> <p>Individual Results: 100% student 13 has all five facts, plus some other interesting information down in her notes.</p>
<p>Goal 5: Writing</p> <p>EL.02.WR.25 With organizational help, students will begin writing brief informative reports.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 5.1</p> <p>After collecting the data about their bird, students will be able to write a paragraph on a bird by including all five required details.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	

III. Post-Assessment Analysis

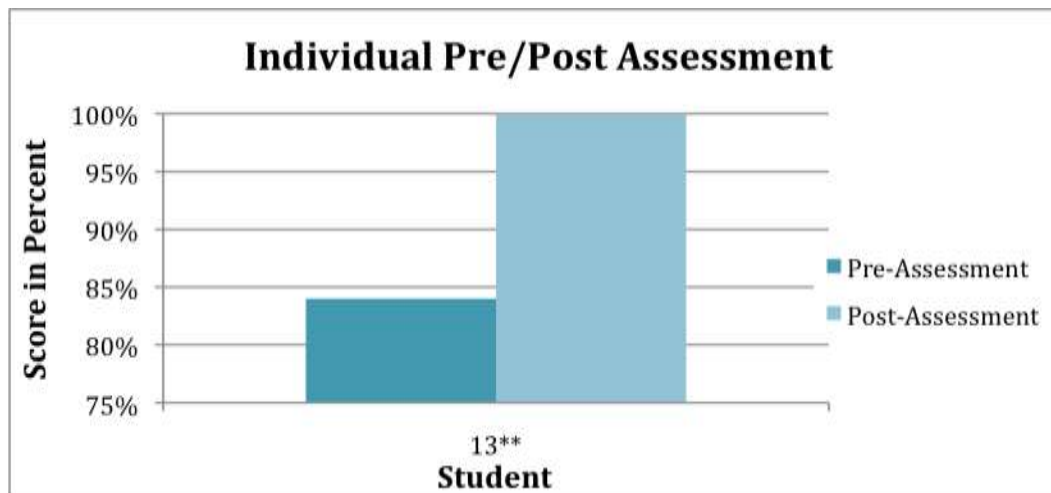
Whole Class Pre/Post-Assessment Learning Gains			
Students	Pre-Assessment %	Post-Assessment %	Learning Gain in %
9	90	98	8
2	84	90	6
13**	84	100	16
17	79	88	9
14	77	93	16
5	74	98	24
11	74	85	9
25	74	85	11
27	74	93	19
6	72	93	21
15	72	85	13
19*	72	85	13
20	72	90	18
24	72	95	23
26	72	93	21
1	70	83	13
3	70	78	8
10*	70	78	8
23	70	90	20
4	67	80	13
12	67	88	21
21	65	58	-7
7	63	80	17
29	60	65	5
8	53	90	37
22*	53	85	32
28*	51	63	12
18	49	75	26
16*	21	55	34
Average	68	84	16
Subgroup	62	73	20
Individual	84	100	16



Subgroup Pre/Post-Assessment Learning Gains			
Students	Pre-Assessment %	Post-Assessment %	Learning Gain in %
19*	72	85	13
10*	70	78	8
22*	53	85	32
28*	51	63	12
16*	21	55	34
Average	62	73	20



Individual Pre/Post-Assessment Learning Gain			
Student	Pre-Assessment %	Post-Assessment %	Learning Gain in %
13**	84	100	16



Interpretation of Data

- For the objectives that involved student participation, all students chose to participate which was better than the pre-assessment.
- In objective 2.4 almost all students got 100%. This was exciting because when I handed out the assessment, I told the class to think about the song to help them remember the parts. This shows me that putting information in the form of a song helped the students retain the information.
- The subgroup did well overall. All but one student is in the double digits for their percent gain. This tells me that I was able to teach the information to this group of emergent students in a way that they could grasp and retain the information.
- The individual, student 13, got 100% on her entire post-test. This tells me that she was able to add to her pre-existing knowledge on birds, and retain all the new information she learned. It was helpful that this topic was of interest to her, since students tend to try harder and pay closer attention when it is something they find interesting.
- The only time re-teaching is needed is for the subgroup on objectives 2.1 and 2.6. None of the objectives for the whole class needs to be re-taught. This tells me that for the most part, the information was taught in a way that the majority of students were able to understand and retain it. Providing varying instructional strategies was helpful in helping the students. With the subgroup, who all have IEP's, I need to work on presenting the information in a way that helps this group of students learn and retain the information better.

- One strategy that aided in learning gain was to put information into the form of a song. This helped the students remember the parts to a bird and where to label them on a picture. Another strategy that aided student learning was hands-on activities and small group interaction. In the hands-on activities, students were able to make better connections to the material. In small group interactions, students were able to learn from and help each other grasp the more difficult concepts.
- The information assessed through the formative went well. Students were participating when necessary. The only difficulty I saw during this time was in writing the paragraphs. I should have taught a mini lesson on writing proper paragraphs before handing out the books for the reports.

Data Analysis Aligned with Goals and Objectives



Learning Outcomes	Post-Assessment Data and Analysis
<p>Goal 1: Science 2.2L.1 Students will describe life cycles of living things.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 1.1 After learning about a bird's life cycle, students will be able to complete a mobile of the stages of a bird's life cycle by correctly placing the five pictures that represent each stage in the correct order.</p> <p>(1.Empty nest, 2.Eggs, 3.Mother on eggs, 4.Hatchlings in nest, 5.Adult bird flying)</p>	<p>Post-Assessment Item: Q 1</p> <p>Class Results: 85% know the information. This percent is satisfactory. Only 10 out of 29 students did not know all the information and all the students did well on the formative. Making Mobiles of the life cycle did an adequate job teaching the students what the correct order is.</p> <p>Subgroup Results: 84% know the information.</p> <p>Individual Results: 100% Student 13 knows the information. No re-teaching is necessary.</p>
<p>Goal 2: Science 2.1L.1 Students will compare and contrast characteristics and behaviors of plants and animals and the environments where they live.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 2.1 After discussing which beaks are suitable to each which foods, students will identify the correct beak to each bird by telling which birds eat what foods with 88% accuracy.</p>	<p>Post-Assessment Item: Q 2</p> <p>Class Results: 82% know the information to meet objective 2.1. This tells me that only a few students were unable to meet the objective but re-teaching is not necessary.</p> <p>Subgroup Results: 55% know the information. This percent is not adequate. Re-teaching of material in a different way is necessary to reach the students that didn't understand the first time.</p> <p>Individual Results: 100% Student 13 knows the information. No re-teaching is necessary.</p>
<p>Objective 2.2 After being introduced to different types of bird feet, students will identify the types of feet by correctly matching four of the six types of feet to a picture of each bird.</p>	<p>Post-Assessment Item: Q 3</p> <p>Class Results: 74% fulfilled the objective showing that they know the information. No re-teaching is necessary for this lesson.</p> <p>Subgroup Results: 70% was the average.</p> <p>Individual Results: 100% Student 13 knows the information. No re-teaching is necessary.</p>

<p>Objective 2.3</p> <p>After learning a bird song with motions, students will correctly represent the bird parts by matching the motion to the body part.</p>	<p>Post-Assessment Item: Q 4</p> <p>Class Results: 100% of students were singing the song <i>and</i> doing the motions.</p> <p>Subgroup Results: 100% participation</p> <p>Individual Results: 100% participation</p>
<p>Objective 2.4</p> <p>After learning the parts of a bird, students will be able to identify bird parts by labeling at least 7 of the 9 body parts correctly.</p>	<p>Post-Assessment Item: Q 4</p> <p>Class Results: 97% know the information. No re-teaching is necessary.</p> <p>Subgroup Results: 100% was the average. All of the subgroup was able to guess 7 out of 9 parts correctly. No re-teaching needed.</p> <p>Individual Results: 100% Student 13 knows the information. No re-teaching is necessary.</p>
<p>Objective 2.5</p> <p>In groups, students will discuss what is necessary in a good habitat by explaining their reasons to the class with 100% participation.</p>	<p>Post-Assessment Item: Q 5</p> <p>Class Results: 100% participation. Each student in class chose to participate in the discussion.</p> <p>Subgroup Results: 100% participation.</p> <p>Individual Results: 100% participation.</p>
<p>Objective 2.6</p> <p>After learning about habitats, students will tell what a habitat is and explain the need for birds to camouflage into their surroundings by correctly listing at least 2 reasons for different birds to have varying colored feathers.</p>	<p>Post-Assessment Items: Q 5 and Q 6</p> <p>Class Results: For Q 5: 83% were able to correctly tell what a habitat was and for Q 6: 71% were unable to correctly list 2 reasons for birds to use camouflage. Almost all students met the formative for both. Neither Q 5 nor Q 6 needs re-teaching.</p> <p>Subgroup Results: 69% were able to correctly answer Q 5, and only 40% was able to correctly answer Q 6. I think the subgroup could benefit on re-teaching both Q's 5 & 6 in a small group session.</p> <p>Individual Results: 100% on Q 5 and Q 6. No re-teaching is necessary.</p>
<p>Goal 3: Reading</p> <p>EL.02.RE.27 Students will read informational texts for answers to specific questions or for specific purposes.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 3.1</p> <p>After an introduction to researching information, in groups, students will read appropriate leveled books to find all five required details about their bird. (Type of bird, beak, feet, coloring & habitat)</p>	

<p>Goal 4: Reading EL.02.RE.28 Students will recall facts and details in the text to clarify and organize ideas.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 4.1 On paper, students will recall facts about their bird by listing at least five facts.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	<p>Post-Assessment Items: Qs 2, 3, 5, & 6</p> <p>Class Results: 100% ended up with all five facts in their notes.</p> <p>Subgroup Results: 100% ended up with all five facts. I had to provide assistance to some.</p> <p>Individual Results: 100% student 13 had all five facts, plus extra interesting information in her notes.</p>
<p>Goal 5: Writing EL.02.WR.25 With organizational help, students will begin writing brief informative reports.</p> <p>[Oregon Science Standard]</p>	
<p>Objective 5.1 After collecting the data about their bird, students will be able to write a paragraph on a bird by including all five required details.</p> <p>(Type of bird, beak, feet, coloring & habitat)</p>	

Formative Assessment Analysis

Student	Obj. 1.1	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 2.4	Obj. 2.5	Obj. 2.6	Obj. 3.1	Obj. 4.1	Obj. 5.1
1	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
2	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
3	Met	Absent	Not Met	Met	Not Met	Met	Met	Met	Met	Met
4	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
5	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
6	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
7	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
8	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
9	Met	Absent	Met	Not Met	Met	Met	Not Met	Met	Met	Met
10*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
11	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
12	Met	Not Met	Not Met	Met	Not Met	Met	Met	Met	Met	Not Met
13**	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
14	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met
15	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
16*	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Not Met
17	Met	Met	Met	Met	Met	Met	Absent	Met	Met	Met
18	Met	Met	Not Met	Met	Not Met	Met	Met	Met	Met	Met
19*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
20	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
21	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
22*	Met	Met	Met	Not Met	Met	Met	Not Met	Met	Met	Met
23	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
24	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
25	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
26	Met	Met	Not Met	Met	Not Met	Met	Met	Met	Met	Met
27	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
28*	Met	Met	Not Met	Met	Not Met	Met	Met	Met	Met	Met
29	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Class "Met" Average	100%	96%	72%	90%	79%	100%	93%	100%	100%	93%
Subgroup "Met" Average	100%	100%	80%	80%	60%	100%	80%	100%	100%	80%
Individual "Met"	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

 Individual
 Subgroup

Narrative Analysis for Formative Assessment

The formative assessment chart tells me if the students understood the knowledge they were learning during the activities that were planned to teach information aligned with goals and objectives. Having a formative assessment to help track student knowledge will help me in planning instruction. If a student does well on the formative and poor on the post-test, then this shows that the formative was not aligned close enough with the assessment. If a student does poorly on the formative, then I know they did not grasp the information and consequently, will probably not do well on the post assessment. Having the formative helps me reflect on my teaching during lessons.

- Objectives 1.1, 2.5, 3.1, and 4.1 all received 100% score for the whole class, subgroup and individual. This tells me that the formative assessment was successful to all students learning needs.
- Objective 2.1 was 100% successful for the subgroup and individual, but somewhere along the line I lost two students. They were unable to meet the formative assessment for this objective. This tells me that they were either not paying attention, the information was too difficult for them to grasp, or they chose not to apply themselves.
- Objectives 2.2, 2.3, 2.4, 2.6 and 5.1 all had the subgroup and whole class getting below 100%. This tells me that either the students were unable to understand the information well enough to meet the objective, the strategy or format of the test was difficult for them to understand, I was unable to teach it in a way that they could retain the information, or that my instructions were not sufficient during the lesson.

Overall Reflection

Through the planning and implementing of this 10-lesson science unit, I was able to better learn more about my strengths and weaknesses as a teacher. This experience of looking through a multitude of information about birds and narrowing it down to five topics on birds in 10-lessons was difficult, but good practice. I was able to focus my lessons to cover the life cycle, reasons for different beaks and feet, the body parts, the different habitats, and why some birds camouflage. The first experience I would like to talk about is a positive one and was during the first lesson I taught. I knew some of my lessons were not as kinesthetically involved so I was excited for the students to get a chance to make a mobile of the life cycle. They loved it and did very well remembering the five steps of bird growth. It might have been because there were only five stages to remember, but it could also be that the students had a hands on approach to their learning for this lesson that helped them do well. The reasoning behind involving different learning styles to the activities is because in all of my literature courses in the program, Howard Gardner has come up for one reason or another. I also think providing activities that reach every student's strength is only going to better them as learners, helping each student to succeed.

The second experience I would like to reflect upon was not as positive. I had the students write well developed paragraphs including five different facts about the birds, all of which were directly related to the topics I covered throughout the unit: beaks, feet, type of bird, habitat, and coloring. It turns out that the students had not fully grasped the concept of writing a well-developed paragraph and I required the students to make many corrections to their drafts. This was frustrating to both the students and myself because it caused extra work. I neglected to remember what I learned about Eric Erikson in the ED 442 class, how all students cognitive development differs. My students were not at the point to where their brains had internalized the concept of indenting and writing complete sentences. This showed me that I needed to do either an introductory lesson on paragraph writing, or a mini lesson about it. I modeled a paragraph, but I think the students were the ones who physically needed to practice. Seeing one as an example was not enough for some students.

The third experience was very positive. I really enjoyed teaching this lesson, and I know the students really enjoyed participating. The lesson on body parts where the students

learned a song to “Head Shoulder, Knees, and Toes” worked wonderfully. It allowed them to internalize the name of bird parts to a rhythm, which helped them retain the information, as well as connecting the words physically to their own body parts. When giving the post assessment for this lesson, I told the students to think about the song, and almost every student received 100%. For weeks after the lesson I had students practicing the song. This made me feel accomplished and that maybe I need to try to place other information to song. This lesson makes me think back to my differentiation class, ED 461. I was challenging myself to reach the musically smart students in my class and challenge myself to do a lesson that was outside my box. It ended up working wonderfully for the bodily-kinesthetic learners as well.

I am still working on my time management, but that is something that I think will improve the more practice I have. I do see an improvement since last term though. As for my philosophy of education, as I had previously mentioned, I try and incorporate a variety of activities that provide various ways for my students to learn the information I am teaching. From the time I had first wanted to become a teacher, I found Howard Gardner and his theory on Multiple Intelligences intriguing. Along these lines, I believe that differentiated instruction is important because it can allow students to feel confident and successful in school regardless of their abilities.

Another part of my philosophy includes other aspects of differentiated instruction. This involves three main concepts: what information students learn, how they learn the information and how they demonstrate it during assessment. I believe that various ways of learning can be incorporated in other parts of instruction, including assessment. This part of my educational philosophy is still a work in progress. The more opportunities I have to create lesson plans, the more natural it will be to incorporate the variety of learning styles into differentiated instruction. I am grateful for the 10-lesson unit to continue working on this aspect of my philosophy.

The last piece to my philosophy of education involves classroom management. I was taught some Love and Logic approaches to management while working at the child development center I have been employed at for the last six years. I have incorporated some of these approaches into my philosophy as well as some others I have learned this term from

my mentor teacher and ED 450 class. One approach includes providing options for the students who act out. These options give the student a chance to feel “in control”. However, both options given to the student involve getting their work done. For example, if a student does not want to do their work during the designated time, they have the option to finish during the time allotted, or to finish in the focus room during recess. Either way, what needs to be done gets finished, but the student has a choice as to when they complete their work. Other classroom management tactics include waiting until the room is quiet before giving instructions. It usually doesn’t take long before the class realizes they need to be quiet so I can give instructions. The most current technique that I have started to enjoy is called class DoJo. It is a way for nonverbal management to take place, and focus on the positive behavior over the negative.

Throughout the entire 10-lessons, I was able to feel accomplished in keeping the class under control. There was one time I had to cut an activity short because it was getting a little loud and out of hand, but I was able to regain control easily using the management techniques I have learned from my management class, ED 450. I do believe that is one area that I excel in. I pride myself in providing boundaries for the students in a firm, but caring way. Working in a second grade classroom has been very rewarding. I have grown quite attached to my students and have enjoyed working closely with my amazing mentor teacher. I have learned a lot about my own philosophy in education as I continue to hone my skills as a successful teacher.

Writing Unit: Narratives
Fall 2012
Sunrise Elementary in Albany Oregon
Fourth Grade

This writing-based work sample on narratives was taught in a fourth grade classroom in Albany, Oregon. The writing unit focused on the topic of writing and editing narratives. The school is in a rural setting. My classroom had 27 students including four students on IEPs.

Jenae Nelson

Source of Factor	Contextual and Environmental Factors	Implications for Instruction
Community	Albany is largely a farming and manufacturing community.	Because many people make their living through physical work, implementing hands on activities is important in my lessons.
Community	The population is growing. As of 2010 there was 47,890 residents.	Class sizes will grow as the population does. This will require more management and community building within the classroom.
Community	14% of the population lives below the poverty level.	It is important to be sensitive to students and parents when it comes to school supplies, classroom funds, and other items they might not be able to afford.
Community	There is access to 30 parks.	Students have the opportunity to experience life in nature. This provides real-world connections for possible life science lessons.
District	Student population size:	Albany's District is fairly large. This can mean that class sizes are larger.

	<ul style="list-style-type: none"> Total District Size is 9, 213 students. 	Clear expectations and strong classroom management will be important aspects when teaching.
District	Special Education: <ul style="list-style-type: none"> There are 1,164 students 	Instruction must meet the needs of these students when they are in the classroom so that they can be successful learners.
District	Free and Reduced meals: <ul style="list-style-type: none"> 4,217 or 48.5% of the student population meet the requirement for this program. 	With such a high percent of students on Free and Reduced lunch programs, many parents may not have sufficient funds to spend on extra items like school funds, much less on important items like food and clothing.
District	Ethnic Diversity Percentage: <ul style="list-style-type: none"> Caucasian-73% African American-2% Hispanic or Latino-14% American Indian-8% Asian-3% 	The district ethnicity shows that my classroom will be predominantly white/Caucasian. Since there is still a variety of ethnicities other than Caucasian, which means that I need to make sure to provide variation in literature as well as make sure none of my students feel marginalized
District	Number of Schools: <ul style="list-style-type: none"> Elementary: 14 3-8 Elementary: 1 Middle: 4 High School: 2 Alternative: 1 	There are a number of schools in the Greater Albany District. This means that there are many resources in the district to accommodate the many students and teachers. I would just worry about cut backs in such a large district.
School	Sunrise currently has 400 students enrolled.	This number means that class sizes for many grades are very high. There are two teachers per grade level with the exception of three fifth grade teachers and three kindergarten teachers. The class sizes vary from 22-30 students.
School	ELL programs at Sunrise.	Sunrise provides an ELL program. Students who meet the requirement of the ELL program are taken out of the mainstream classroom once per day for specialized instruction.

		All letters/information are translated into Spanish, which allows classroom teachers to better communicate with all families.
School	Technology: <ul style="list-style-type: none"> • Smart boards • Document Cameras • Computers • Projectors 	With our society constantly gaining new technologies, it is important to have various technologies in the school. This provides students with the opportunity to experience classroom instruction that involves technology.
School	Specialty Rooms: <ul style="list-style-type: none"> • Resource Room • Focus Room • Reading Room • Computer Lab • PE/Gym • Library • Music 	These rooms aid in classroom instruction. They allow for students to get the necessary outside help for subjects that need extra attention. Having Music and PE is important. The computer lab introduces students to technology they may not have at home.

Community:

The city of Albany Oregon stretches 21.7 square miles. These square miles are made up of farmland, manufacturing, as well as residential sections. To make their income, the residents of Albany typically have local jobs relating to manufacturing or farming. When the economy declined, it affected the families that make up the community, pushing the poverty rate up to 14%. The increase in poverty has not restricted the population. Each year it continues to grow. The community has programs that offer working parents somewhere for their children to go after school, such as The Boys and Girls Club, CAP (Community After School Program), and The YMCA. There are also over 30 city parks where residents can go to spend time in their community.

District:

The Greater Albany School District serves 9,213 students making it the fourteenth largest district in Oregon. To accommodate this large student population, Albany has two high schools, four middle schools, fourteen elementary schools, one third through eighth grade school, and one alternative school. Only select schools in the district provide ELL programs and have teachers that specialize in teaching students learning English as a second language. In addition, the Greater Albany District serves 1,164 special education students. These students are either integrated into the mainstream classroom, or have a classroom with aids that can meet their specific needs. 48.5% of students in this district qualify for the free and reduced lunch program.

School:

Sunrise Elementary School has around 400 students enrolled. This number varies as students transfer in and out during the year quite frequently. The grade levels that Sunrise offers are kindergarten through fifth grade. There are currently two teachers for each grade levels first through fourth. Due to an increase in enrollment for kindergarteners, an extra session and part time teacher were added. There are also three fifth grade teachers. The student population varies at Sunrise with a fairly high Hispanic and Caucasian populations as well as some students of African American and Russian decent. There is an ELL program at Sunrise elementary. Students in this district zone are do not have to be bused to another Albany school that specializes in this area. These students leave for a period of thirty minutes a day for language instruction. There is a multitude of technologies available to students and staff at Sunrise. There are document cameras, computers, smart boards, and projectors in every classroom. Finally, Sunrise offers a range of special instruction rooms to aid students needs. The resource room provides extra instruction for students that are below grade level in reading and math, or on an IEP for special education needs. The focus room is a place where students can go where quiet small group instruction can be given to those students who need it. This room may also be used for testing. The reading room provides early reading intervention to certain students who qualify as well as small reading group instruction. There is a computer lab where technology classes are taught; a Library where students check out books once a week; a music room where students go twice a week, and the gymnasium is used twice a week when classroom teachers choose to teach their students Physical Education.

Classroom Community:

Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	Only about 11 out of 27 students are at or above grade level.	Provide variation in instruction to reach each child's strengths and get any outside help to aid them. Modeling and reading directions for students is necessary.
Classroom Size	27 students	This is the largest class at Sunrise. To help cut down on side conversations, instructions have to be clear and management techniques must be used when necessary and consistency is key.
Diversity: Gender	There are more girls than boys— 14 girls to 13 boys.	Both genders can be noisy and disruptive but the girls seem to blurt out more than the boys. When certain students are absent I really notice a difference in class demeanor.
Diversity: Ethnicity	Somewhat ethnically diverse—	Provide ethnic diversity in the

	majority of students are Caucasian but there are some Hispanic and a few African American students.	literature the students are exposed to and keep in mind possible struggles for those whose first language is not English.
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Classroom:

I have the privilege of working in a fourth grade classroom. The classroom is completely carpeted. Students have their own desk and cubby box to keep their supplies in. Sometimes the room feels too small due to the high number of students and grouping the desks can prove to be a challenge. The students can be very chatty, which means lessons need to be engaging for students and that instructions are always clear. Having a class of 27, the noise level can get too high very quickly. There is a small area for whole group meeting in the back of the room near Mrs. Trower's desk. There is a smart board and one computer in the front of the room by the white boards as well as three computers in the back of the classroom. There are windows along the north wall that provide natural daylight and fresh air. The classroom environment is set up as a positive, academic space. The walls are also very colorful with engaging posters, which makes it a pleasant space to spend time in.



Student Characteristics:

A wide range of ability, interests and strengths exist in this 4th grade classroom. However, there is a large gap between the abilities of the students. 11 out of 27 students in the classroom are at or above grade level across subject areas. It varies, but most of the students at grade level are in the high range, with three that are low and three that are medium. There are 16 students in my classroom that are not at grade level. This means that differentiation in the lessons to challenge the students who are at or above fourth grade level is necessary, especially since a lot of the instruction will be based towards the students who need extra direction.

Student	Readiness: Grade Level	Interest	Learning Profile
1	No	Skateboarding/Gymnastics	Musical/Intrapersonal
2	No	Soccer	Intrapersonal/Naturalist
3	No	Sing/Animals	Interpersonal/Naturalist Bodily-Kinesthetic
4	No	Dance/Play outside	Intrapersonal/ Logical-Mathematical
5	No	Art/Volleyball	Naturalist/Spatial
6	Yes-high	Reading/Skateboarding	Logical-Mathematical/ Verbal-Linguistic
7	Yes-high	Videogames/Reading	Naturalist/Logical-Mathematical/ Intrapersonal
8	No	TV/Videogames	Logical-Mathematical/ Bodily-Kinesthetic
9	Yes-low	Reading/Science	Intrapersonal/Musical/ Bodily-Kinesthetic
10	No	Play Outside/Scooter	Bodily-Kinesthetic/Intrapersonal/ Spatial
11	Yes-low	Sports	Intrapersonal
12	Yes-high	Videogames/Reading	Logical-Mathematical/ Intrapersonal
13	Yes-medium	Drums/TV	Bodily-Kinesthetic/Spatial/ Interpersonal
14	No	Videogames/Art/TV	Intrapersonal/Bodily-Kinesthetic
15	Yes-medium	Videogames/Swimming	Logical-Mathematical/Naturalist/ Interpersonal
16	No	Art/Swimming	Bodily-Kinesthetic/Naturalist
17	No	Biking	Bodily-Kinesthetic/Spatial/ Interpersonal
18	No	Videogames	Musical/Bodily-Kinesthetic
19	No	Running/Basketball	Intrapersonal/Verbal-Linguistic/ Musical
20	Yes-medium	TV/Videogames	Spatial/Bodily-Kinesthetic
21	No	Sports	Intrapersonal/Bodily-Kinesthetic
22	No	Volleyball	Bodily-Kinesthetic

23	No	Swimming	Musical/Naturalist
24	Yes-high	Reading	Verbal-Linguistic/Intrapersonal
25	No	Play Outside	Spatial/Bodily-Kinesthetic
26	No	TV	Verbal-Linguistic/Musical
27	Yes-high	Soccer	Bodily-Kinesthetic/Naturalist

Whole Class Differentiated Instruction:

The students in this classroom are unique and come from diverse backgrounds and situations. It is these situations outside the classroom that will help determine how the students act at school and what kind of a person they start to develop into as they find their independence. Knowing this information helps me, as their teacher, to know how to best meet their needs, intellectually, socially, and emotionally.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
1						X	Heart condition. Left-handed.
2		X					Russian, low in writing. Goes to Russian school in the evening.
3		X	X			X	Hispanic, ELL, goes to Resource for extra help in core subject areas; currently working on getting set up on an IEP.
4				X		X	Mom is transgender became "dad" during 1 st grade. Goes to Resource room for social development.
5						X	Immature. Emergent in math and writing. Goes to Double Dose for extra instruction. Parents are divorced, lives with mom & older brother.
6							Proficient in reading, and math. Single Mother. One of three children.
7							Proficient in reading and math. Wears glasses. Diagnosed as having partial-onset seizures.
8		X				X	Hispanic. Parents are divorced, lives with mom. Only child; quiet.
9							Wears glasses. Divorced parents, shared custody. On medication for ADD. New to Sunrise this year.
10		X				X	Hispanic, constantly moving, fidgeting. Aunt and Uncle live with his family.

11						X	Left-handed, some trouble focusing on directions. One of four siblings.
12					X		Proficient in core subject areas. Mom is very involved, helps out in the classroom.
13		X					African American. At grade level, has trouble blurting out. Only child.
14		X	X			X	Hispanic. ELL, goes to Resource to get extra help in math.
15						X	Quiet, shy. Tallest in class, wears glasses.
16		X	X			X	Hispanic. Emergent in reading, writing, and math. Currently working on getting set up with an IEP.
17						X	Spaces out, moves a lot, has trouble focusing. Goes to Double Dose for extra instruction. Lives with mom who is remarried.
18						X	Big behavior issues, wears glasses. On grade level in reading. Medication-ADD
19		X					Russian, quiet. Also attends Russian school in the evenings.
20							Proficient in core subject areas. Only child. Mom works at Sunrise school.
21						X	Youngest of five. Emergent in math, and writing. Has trouble following directions. Goes to Double Dose for extra instruction.
22				X		X	Emergent in reading, writing and math; on an IEP. Goes to Double Dose for extra instruction. Lives with mom. Was abused last year.
23				X		X	New to Sunrise this year. Emergent in all core subjects. Goes to Resource for extra help. Lives with dad. Doesn't see mom.
24					X		Proficient in all core subject areas. Wears glasses. Parents are Divorced.
25				X		X	Emergent in core subject areas. Goes to Resource to get extra help. Lives with mom. Oldest brother died last year—still grieving.

26						X	Quiet. Emergent in writing, sufficient in math.
27		X					Proficient in all subjects, lives with mom and stepdad.
Total	?	9	3	4	0	17	

 Individual

 Subgroup

Subgroup:

The subgroup, #6, 7, 12, 24, and 27 are students who are at grade level and more proficient in most all subject areas. I chose this group because I want to see if I can challenge them in higher order thinking skills. Something all these students have in common is being proficient in reading. Because they can read fourth grade materials, when assignments are given, they can get started. The directions will not need to be read to them. This will make giving assignments that will challenge these students easier since it won't take as long to meet with them.

- Within this group one student is African American. This student, number 27 is high intellectually, has good behavior, and is appropriately social.
- Student number 24 is a strong reader. She is high intellectually but quiet in social situations. She has a good vocabulary and is a strong writer.
- Student 12 exceeds in math and reading. Student 12 can make easy mistakes in math when he is not paying close attention to his work.
- Student 7 is high in reading as well as math. He is a very strong reader, proficient in math at the fourth grade level, and is a perfectionist. He does not like to make mistakes.
- Student 6 is one of three children. She exceeds in reading and is high in math. She is a fast worker and is always one of the first ones done with assignments.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
6							Proficient in reading, and math. Single Mother. One of three children.
7							Proficient in reading and math. Wears glasses. Diagnosed as having partial-onset seizures.
12							Proficient in core subject areas. Mom is very involved, helps out in the classroom.
24							Proficient in all core subject areas. Wears glasses.

27		X					Proficient in all subjects, lives with mom and stepdad.
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Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	All of the students in the subgroup are at grade level.	These students need to be challenged because the majority of the instruction will be more generally directed to the students who are not at grade level. I don't want to hold these students back.

Individual:

The individual, student 2, is not quite at grade level. Extra instruction is needed in reading and writing. He goes to Russian school in the evenings a couple days a week. His ethnicity is Caucasian, he has three siblings and likes sports, especially soccer. Student 2 has decent behavior, but will try to be the class clown at times. He prefers to work by himself, and visuals help him understand the material and stay on track.

Student	Homeless, Migratory, Low SES	Unique Cultural Background	ELL	IEP	TAG	Free and Reduced	Affect, Other
2		X					Russian, low in writing. Goes to Russian school in the evening.

Factor	Relevant Information	Implications for Instructions
Readiness: Grade Level	Student 2 is not quite at grade level. His Russian heritage does not create a language barrier. He just needs some extra intervention in reading and writing.	Student 2 needs a written prompt so he can look to it when he needs ideas. Also, keep an eye on him during instruction time to make sure he is paying attention.

Goals & Objectives Chart

Goals/Objectives	Cognitive Level	Multiple Intelligence
Goal 1: Writing 4.W.3 <i>Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>		
Objective 1.1 After being given a story prompt, students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer.	Evaluate (High)	Visual-Spatial/ Kinesthetic
Objective 1.2 After modeling how to write a well-developed introduction, students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic.	Apply (Medium)	Verbal-Linguistic
Objective 1.3 After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.	Evaluate (High)	Verbal-Linguistic
Objective 1.4 After modeling strategies for writing a strong closing paragraph, students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introductory paragraph.	Apply (Medium)	Verbal-Linguistic
Goal 2: Writing 4.W.5 <i>With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.</i>		
Objective 2.1 After a lesson on capitalization, students will correct all capitalization errors in their stories by using an editor's checklist to self-edit and partner-edit their stories.	Evaluate (High)	Interpersonal/Verbal- Linguistic
Objective 2.2 After a lesson on punctuation, students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?)	Evaluate (High)	Interpersonal/Verbal- Linguistic
Objective 2.3 After a lesson on spelling, students will correct spelling errors with at least 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories.	Evaluate (High)	Interpersonal/Verbal- Linguistic
Objective 2.4 After all revisions are complete, students will rewrite their story into their final draft by including the introduction, body, and	Evaluate (High)	Verbal-Linguistic

conclusion paragraphs in the correct sequence.		
<u>Goal 3: Writing</u> 4.W.6 <i>Students will publish their writing as well as interact and collaborate with others.</i>		
Objective 3.1 After publishing, students will create a cover page by including all four required components. (title, author, illustrator, and front cover illustration.)	Evaluate (High)	Visual-Spatial
<u>Goal 4: Speaking & Listening</u> 4.SL.4 <i>Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i>		
Objective 4.1 After publishing, students will share their story by reading it to peers.	Apply (Medium)	Verbal-Linguistic

Unit Plan Rationale

1. Conceptual Overview:

The purpose of this unit is to expose my fourth grade students to helpful, grade appropriate writing skills when writing narratives from a given prompt and editing their work. The key concepts to be covered are writing the introduction, body and conclusion where students include three main ideas to be covered in their story. Students will then edit and peer edit the stories using a given checklist. The editing checklist includes looking for punctuation, capitalization, complete sentences, spelling, and varying words using descriptive language. Throughout the unit, students will complete worksheets that will help them write their story step by step. The students will experience publishing their story in the form of a booklet that includes a cover page. Writing is a mandatory skill that students will use for the rest of their lives. The goal of this unit is to give my fourth grade students experience and practice writing narratives that they can be proud of.

2. Knowledge of Content and Connection to Standards:

4.W.3 *Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

The portion of the unit that connects to this standard is the writing of the narrative itself. Students are introduced to writing narratives in fourth grade.

4.W.5 *With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.*

This standard is connected to the steps that will be taken for students to write the narrative itself. They will be using the hamburger model based graphic organizer to plan out their story. Students will then revise and edit before writing their final draft.

4.W.6 *Students will publish their writing as well as interact and collaborate with others.*

Students will get to publish their final copy of their narrative by creating a book that includes a cover page, and illustrations.

4.SL.4 *Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

Once the students have finished their final copy and published their work through creating a booklet, they will be sharing their stories to the class.

3. Knowledge of Students for Goals and Objectives:

- I know that my students vary in readiness ability across the curriculum as well as cognitive strengths. I have quite a gap in the skills of my students from the students that are at or above level, to students that are a couple grade levels behind. I made sure the objectives I have are aligned with the fourth grade writing and literacy goals. Because not all my students are cognitively at fourth grade level I will be varying the instruction to help reach these students. Also, the activities that will be done by the students to meet these objectives have been adapted to fit the varying needs. For example, some of my students might only be able to come up with two or three paragraphs to express their main ideas and others might be able to come up with four or five paragraphs to express their main ideas.

- The interests of the students in my class differ, however there are some similarities. I chose three prompts for the students to choose from in order to develop their narratives. These prompts allowed the students to choose a topic they could write on. The prompts also allowed students to mention things they are interested in throughout their story. Writing prompt topic one is to write a story to tell about a vacation you went on. Topic two is to write a story to tell about what happened when you lost something. The third topic was to write a story to tell about what happened on a field trip you went on.
- The information I gleaned from my pre-assessments helped me to see what aspects of the writing and editing process the students already knew. Thankfully, not very many of the students knew much about writing. It is a fairly foreign subject to this class of fourth graders because their skills as a whole are very much still emerging. I have about six students that are developing their skills in writing, but for the many of the others, this was the first time these writing and editing skills have been introduced or practiced. When some of the at level students did pretty well on the assessment, I made sure to make a note to have these students use more refined vocabulary to really capture their audience. Also, these students who did well with some edits, I will allow them to move on ahead on their editing checklist.

4. Lesson Sequence:

The objectives have two main sections, the first is focused on the students writing their narrative, and the second is focused on the editing of their writing. I ordered the objectives from part to whole. Sequentially, started with the standard for writing narratives. Objectives 1.1-1.4 broke down the writing process. The students started with brainstorming, then moved into drafting their introductory paragraph to introduce the characters and events that would take place. Then, the students moved into drafting the body paragraphs where the details of their story were written. Finally the students drafted their conclusion paragraph where they summed up their main events and concluded their piece.

Next came the writing standard that focused on editing. Objectives 2.1-2.3 focused on three specific areas to edit. The first was capitalization, followed by punctuation, then spelling. I chose to teach the editing lessons out of order from the number of objective. This was to hit the areas of higher difficulty first. The last objective in the category for editing was having students rewrite their draft in their best handwriting into their final draft. Once the final draft was written, the last two standards had to do with publishing their work. The first publishing standard was for writing. This has students publish their work and collaborate with others. With objective 3.1, the students will create a book jacket, which needs to include four things: the title, author, illustrator, and front cover illustration. Students will get the chance to ask a peer to illustrate their front cover. Finally, the students will read their stories to their peers. This objective matches the second publishing standard, under speaking and listening. I chose to order my lessons this way because it seemed to make the most sense sequentially. Each lesson built on the one before it.

5. Instructional Strategies—Variety and Appropriateness:

In every lesson, literacy is incorporated. Verbal-linguistic, intrapersonal, and visual-spatial intelligences are used more than any other. When developing a unit on writing, I found it challenging to incorporate some of the other intelligences. I was able to hit the kinesthetic and interpersonal learners in a few lessons as well. I wanted to make it interesting for the students, but in reality I know I need to have some of the steps be repetitive so students will pick up on and practice the writing skills necessary to meet writing standards. I know this will be a stretch for many of these students. Every lesson includes activities that reach the linguistic learners such as writing, speaking or reading. All lessons also include intrapersonal time where students are working independently.

- In the brainstorming lesson, when students are working with and filling out their graphic organizer, this meets kinesthetic learners as well as linguistic learners. Seeing the sections of their story in sequential order is helpful to the logical-mathematical learners as well.
- In all three of the editing lessons, the students are required to edit their own narratives. This meets intrapersonal learners needs. Students are also required to edit a partner's narrative. This collaboration meets the needs of interpersonal learners.
- In the lesson when the students make their book jackets, they have the opportunity to draw and color when creating their front cover illustration. This meets the needs of the visual-spatial learners.

Within my instruction, I will provide images to allow my students to make visual connections to the written or spoken information as much as possible. This is important since the majority of the students are not reading at grade level. Knowing that my students need move around now and then to stay focused, I also try to incorporate movement in the lessons.

6. Explanation for Literacy Integration:

Since this was a writing unit I found it easy to integrated writing, reading, and speaking, into this unit. Writing is integrated in the assessment pieces as well as in the writing of the narrative rough draft and final draft. The purpose of the writing was to have the students practice the writing process using indentation, punctuation and capitals in the proper places. If a student finished with any task early they had the opportunity to do some free write activities. I wanted the students to be exposed to writing as much as possible. Reading is integrated in two specific places, the first is through editing, and the second is through publishing. The students are required to read through their writing and use their editing checklist to self-edit their work. Once the students have self-edited their work, they will use their checklist to edit a partner's work. After the students have re-written their final drafts and finished their books, they will read their stories to the class. This will help them practice their public speaking skills.

Lesson Plan 1**Student Teacher: Jenae Nelson****Date of Lesson: 10/24/12**

Lesson Title/Description: Narrative Writing: Planning Process	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.1 After being given a story prompt, students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none">▪ How to list ideas.▪ Thoughts can be organized before the writing starts.	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none">▪ Sharpened Pencil▪ Notebook Paper▪ Hamburger Style Graphic Organizer▪ Document Camera▪ Smart Board▪ Prompt Ideas	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none">▪ Ask students if they have ever created a story before. Read students a short narrative.
7 min	Teaching: <ul style="list-style-type: none">▪ Tell students that they will be writing narratives. The first step in writing a story is brainstorming. There are many ways to brainstorm. We will be using a Hamburger Model Graphic Organizer.▪ Model how to brainstorm and use the graphic organizer:<ul style="list-style-type: none">• Read the story prompt to the class.• Put the graphic organizer on the smart board.
10 min	Group Application: <ul style="list-style-type: none">▪ Have the class brainstorm ideas on how to create a story from the given prompt. List these ideas on the board.▪ Ask students to organize ideas by deciding where to place them in the proper section of the hamburger graphic organizer to create the story.
20 min	Independent Application: <ul style="list-style-type: none">▪ Put the Narrative Writing Prompt options 1-3 on the document camera. Read the three prompt options to the class. Have students choose the prompt they want to turn into a narrative story. They can only choose one.▪ Students will individually work on filling in their hamburger model graphic organizer by writing down ideas about their topic.

3 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Ask: When writing a story, what is a good first step in getting started? ▪ Read back through the prompts, and make sure all students have chosen one of the prompts as the topic of their story. ▪ Remind students how important it is to brainstorm before starting to write. ▪ Collect student's graphic organizers.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ For students 2, 3, 16, 22, and 25, who need a visual or have a hard time remembering directions, the prompts will be passed out for students to keep with them, and the Graphic Organizer that was modeled will stay up on the board while they work as a reference. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer. 2. Informal: Thumbs up assessment on questions about filling in the hamburger model. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? Students were able to fill out the graphic organizer with little trouble. I know this because I was circulating the room as they were filling them out. When I noticed some students giving too much information, I stopped the class and reiterated that in the graphic organizer they just needed to put in a snap shot of what they will expand on later. Then I had conferences with some students individually. At the end of the lesson students turned in their organizer for me to look at. 2. Describe any changes you made as you were teaching the lesson. I modeled completing the hamburger model graphic organizer by drawing it on the whiteboard instead of putting it on the smartboard. I would add to this by completing it on the actual graphic organizer so that when I needed to pull it out to model the body paragraphs it would be easier to show the students. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. Some students didn't understand that they weren't writing their story in the graphic organizer, which was just for notes or ideas that they could pull from later when actually drafting their narrative. I would make that part clearer during the modeling/teaching portion. 4. How did the results of this lesson influence the way that you will teach in the future? Modeling what I wanted students to do was still very helpful. It allowed the students a visual of what they were expected to do. With this group of 4th graders, visuals are extremely important. I will continue to explicitly model for the students as well as provide other visuals through out the next lessons. 	

Lesson Plan 2**Student Teacher: Jenae Nelson****Date of Lesson: 10/25/12**

Lesson Title/Description: Narrative Writing: Drafting the Introduction	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.2 After modeling how to write a well-developed introduction, students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none">▪ Sentences begin with capital letters and end in punctuation.▪ A complete sentence has two parts: a “who” and a “what”. It is a complete thought.▪ Writing happens in stages: drafting, editing, revising, and re-writing.▪ Writing is a process.	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none">▪ Sharpened Pencil▪ Writing Spiral Notebook▪ Hamburger Style Graphic Organizer▪ Document Camera▪ Smart Board	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none">▪ Ask students: What does it mean to be introduced to someone? Tell that when writing an introduction to a story you are introducing your ideas and characters to your audience.<ul style="list-style-type: none">• Tell them that this is why the introductory paragraph comes first.
10 min	Teaching: <ul style="list-style-type: none">▪ Tell students that they will be writing introductory paragraphs using the graphic organizer they completed the day before.▪ Introductory paragraphs will get the reader excited about the story, so students will need to briefly touch on their three main points in the introduction without giving away too much detail.▪ Model how to write a well-developed introductory paragraph about a favorite vacation you went on that includes three main points. Explain that these main points will guide the story. (Ex: I would model using my trip to Mexico. Three main points: 1. The flight or getting to Mexico; 2. Snorkeling in the Ocean; 3. Shopping for souvenirs)
8 min	Group Application: <ul style="list-style-type: none">▪ Talk about the Introduction you just created. Show students the connection between the graphic organizer and where the information you used fits in the introduction.

	<ul style="list-style-type: none"> ▪ Have students decide what main points from the graphic organizer they can use their introduction to create their story.
20 min	<p>Independent Application:</p> <ul style="list-style-type: none"> ▪ Pass back the graphic organizers. ▪ Have students use their graphic organizers to start drafting their introductory paragraph for their story inside their writing spiral. ▪ Students will individually work on writing a draft of the introduction to their narrative. Circulate the room and answer any questions that may arise.
2 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Review: <ul style="list-style-type: none"> • Ask students how the graphic organizer was used to help write the introductory paragraph. • Also ask why it is that we need to briefly include the three main points in the introduction. ▪ Have students leave their notebooks on their desks so their progress can be monitored.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Challenge students 6, 7, 12, 13, 24 and 27 to use more descriptive words in their introductory paragraph and to draw their audience in using larger, more interesting vocabulary. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic. 2. Informal: Use checklist to determine if students are on the right track after starting to write their introductory paragraph—circulate during class time. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? I was able to collect and review each student's introductory paragraph. I checked their writing against their graphic organizer to make sure they stayed on topic. I also checked to see if included the three details they would write about in their story. The students did very well. Everyone was able to include all three details in their introduction, using their graphic organizer. 2. Describe any changes you made as you were teaching the lesson. I had to bring the students attention back to the smart board to show them again how I wanted them to mention the details that would be covered later, without giving away too much. This I did because some students were going into too much detail in their introduction. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. Model more explicitly the incorporating of the three main events into the introduction. I would probably even ask for student ideas as to how much to say or not. This would provide a different way of looking at the information. I would also try to provide more actual writing time, for students to work on completing their paragraphs in class. This way they wouldn't have to cart their writing work home to finish. These students are still working on being more 	

organized, and I don't want papers to get lost.

4. How did the results of this lesson influence the way that you will teach in the future?

It showed me just how detailed I need to be in my instruction, as well as during the modeling of my lessons. In the future I will do my best to anticipate any difficulties or questions students might have, so I can answer them during the lesson through instruction.

Lesson Plan 3**Student Teacher: Jenae Nelson****Date of Lesson: 10/29/12**

Lesson Title/Description: Narrative Writing: Drafting the Body Part 1	
Lesson # 1 of 3	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.3 After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none">▪ Sentences begin with capital letters and end in punctuation.▪ A complete sentence has two parts: a “who” and a “what”. It is a complete thought.▪ Writing happens in stages: drafting, editing, revising, and re-writing.▪ Writing is a process.	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none">▪ Sharpened Pencil▪ Writing Spiral Notebook▪ Hamburger Style Graphic Organizer▪ Sentence Structure Sheet #1▪ Document Camera▪ Smart Board	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none">▪ Review the writing of the introductory paragraph. Explain now that the audience has been introduced to your story it is time to get into the details of the story.<ul style="list-style-type: none">• Show students on the Hamburger Graphic Organizer that the details are the information between the buns.
10 min	Teaching: <ul style="list-style-type: none">▪ Ask students to please pull out their hamburger graphic organizers and writing-scoring guide.▪ Use the scoring guide to talk about word choice and how to use details and supporting details to enhance the writing. Also talk about fluency in writing; how to make sentences flow together building off of each other.
8 min	Group Application: <ul style="list-style-type: none">▪ Model the first well-developed paragraph using the graphic organizer that was created about my trip to Mexico the week before.▪ Show students that they will just be working with detail one from their graphic organizer. (The tomato section)▪ Model how to fill out a sentence structure worksheet to help form sentences that will give details about the first of three points from the hamburger model.

20 min	Independent Application: <ul style="list-style-type: none"> ▪ Instruct students to use their hamburgers as they fill out the sentence structure sheet and start drafting their first body paragraph for their story inside their writing notebook on the next clean sheet of paper. ▪ Students will individually work on writing a draft of the first body paragraph to their narrative.
2 min	Closure: <ul style="list-style-type: none"> ▪ Ask students what part of the hamburger they were working with to create the first body paragraph? Why did we just focus on one section? ▪ If students have not finished filling drafting the sentences using supporting details from the sentence structure sheet into their writing spirals, it is homework. ▪ Tell students need to have the sentence structure sheet filled out and body one paragraph, that includes supporting details, completely written in writing spiral as the first body paragraph so body paragraph two can be started next class.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Challenge students 6, 7, 12, 24, and 27 to use more challenging word choices in their writing to help stretch their vocabulary. Encourage these students to write five to seven sentences in their first body paragraph that includes more supporting details that really engage the reader. ▪ Allow students 3, 16, 18, 22, 23, and 25 to start with just three to five sentences and work on including a few supporting details to enhance their story. Challenge these students to vary the words that start each sentence. 	
Assessment <ol style="list-style-type: none"> 1. Formal: Students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each. 2. Informal: Walk around the classroom and make note of students not using supporting details to elaborate on their first main point. Students will turn in their sentence structure sheet for observation of student progress. 	

Lesson Plan 3 Student Teacher: Jenae Nelson Date of Lesson: 10/30/12

Lesson Title/Description: Narrative Writing: Drafting the Body Part 2	
Lesson # 2 of 3	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.3 After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ Sentences begin with capital letters and end in punctuation. ▪ A complete sentence has two parts: a “who” and a “what”. It is a complete thought. ▪ Writing happens in stages: drafting, editing, revising, and re-writing. ▪ Writing is a process. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Sharpened Pencil ▪ Writing Spiral Notebook ▪ Hamburger Style Graphic Organizer ▪ Sentence Structure Sheet #2 ▪ Document Camera ▪ Smart Board 	
Procedure: Teacher	
Time 4 min	Anticipatory Set: <ul style="list-style-type: none"> ▪ Review the writing of the body one paragraph. Ask students what section of the graphic organizer did they use for body paragraph one? Explain now that the first point in the story has been written so it is time to get into the second detail of the story.
10 min	Teaching: <ul style="list-style-type: none"> ▪ Ask students to please pull out their hamburger graphic organizers and scoring guides to review the expectations. ▪ Use the writing scoring guide to talk more about word choice and how to use details and supporting details to enhance the writing.
10 min	Group Application: <ul style="list-style-type: none"> ▪ Model writing the second well-developed paragraph using the graphic organizer that was created together the week before. ▪ Show students that having completed detail one (tomato) they will just be working with detail two (lettuce) from their graphic organizer today. ▪ Model how to fill out a sentence structure worksheet to help form sentences that will give details about the second of three points from the hamburger model. (Modeling the same worksheet with new information will help student’s practice writing complete sentences and using supporting details to enhance

	their writing.)
18 min	<p>Independent Application:</p> <ul style="list-style-type: none"> ▪ Instruct students to take out their hamburger model graphic organizer to use as they fill out the sentence structure sheet and start drafting their second body paragraph for their story inside their writing notebook on the next clean sheet of paper. ▪ Students will individually work on writing a draft of the second body paragraph.
3 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Ask students: <ul style="list-style-type: none"> • Which section of the graphic organizer did we work with today? • Why is it important to focus on only one section at a time? ▪ If students have not finished filling out the sentences using supporting details from the sentence structure sheet into their writing spirals, it is homework. ▪ Tell all students that they need to have the sentence structure sheet filled out and body two paragraph, that includes supporting details, completely written in writing spiral as the second body paragraph so body paragraph three can be started next class.
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Continue to challenge students 6, 7, 12, 24, and 27 to use more challenging word choices in their writing to help stretch their vocabulary. Encourage these students to write 5-7 sentences in their first body paragraph that includes more supporting details that really engage the reader. ▪ Allow students 3, 16, 18, 22, 23, and 25 to start with just 3-5 sentences. Encourage these students to work on including more supporting details to engage their reader. Continue to challenge these students to start each sentence with a different word so it does not sound repetitive. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each. 2. Informal: Walk around the classroom and make note of students not using supporting details to elaborate on their second main point. Students will turn in their second sentence structure sheet for observation of student progress. 	

Lesson Plan 3
11/6/12**Student Teacher: Jenae Nelson****Date of Lesson:**

Lesson Title/Description: Narrative Writing: Drafting the Body Part 3	
Lesson # 3 of 3	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.3 After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none">▪ Sentences begin with capital letters and end in punctuation.▪ A complete sentence has two parts: a “who” and a “what”. It is a complete thought.▪ Writing happens in stages: drafting, editing, revising, and re-writing.▪ Writing is a process.	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none">▪ Sharpened Pencil▪ Writing Spiral Notebook▪ Hamburger Style Graphic Organizer▪ Sentence Structure Sheet #3▪ Document Camera▪ Smart Board	
Procedure: Teacher	
Time 6 min	Anticipatory Set: <ul style="list-style-type: none">▪ Review the writing of the body one and two paragraphs. Explain now that the first (tomato) and second (lettuce) points in the story has been written so it is time to get into the second (patty) and final detail of the story. Ask students: do you remember what the final detail was from my story?
10 min	Teaching: <ul style="list-style-type: none">▪ Go back through the second paragraph and talk about word choice. Ask to use “foam” from Matthew. Instruct students to circle three words they will try and change. Take that time to talk about how you can always go back and change or add to your writing.▪ Ask students to please pull out their hamburger graphic organizers and scoring guides to review the expectations.
10 min	Group Application: <ul style="list-style-type: none">▪ Model writing the third well-developed paragraph using the graphic organizer that was created together the week before about my trip to Mexico.▪ Show students that having completed details one (tomato) and two (lettuce) they will just be working with detail three (patty) from their graphic organizer.▪ Model how to fill out a sentence structure worksheet to help form sentences that

	will give details about the second of third and final three points from the hamburger model. Talk through my words and change using more student feedback. (Continuing to model the same worksheet with new information will help student's practice writing complete sentences and using supporting details to enhance their writing.)
15 min	Independent Application: <ul style="list-style-type: none"> ▪ Instruct students to take out their hamburger model graphic organizer to use as they fill out the sentence structure sheet and start drafting their third body paragraph for their story inside their writing notebook on the next clean sheet of paper. ▪ Students will individually work on writing a draft of the third body paragraph.
4 min	Closure: <ul style="list-style-type: none"> ▪ If students have not finished filling out the sentences using supporting details from the sentence structure sheet into their writing spirals, it is homework. ▪ Review that students need to have the sentence structure sheet filled out and the third body paragraph, that includes supporting details, completely written in writing spiral. This way all three body paragraphs can be re-read to make sure all main points have been included and the conclusion paragraph can be started. ▪ Have students who finished turn in the sentence structure sheet for assessment.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Continue to challenge students 6, 7, 12, 24, and 27 to use more challenging word choices in their writing to help stretch their vocabulary. Encourage these students to write five to seven sentences in their first body paragraph that includes more supporting details that really engage the reader. ▪ Allow students 3, 16, 18, 22, 23, and 25 to start with just three to five sentences. Encourage these students to work on including more supporting details to engage their reader. Continue to challenge these students to vary the words that start each sentence. 	
Assessment <ol style="list-style-type: none"> 1. Formal: students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each. 2. Informal: Students will turn in their third sentence structure sheet for observation of student progress. 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? A few of the students were unable to complete the objective of writing three details into the body of their story. Somewhere between writing the rough draft and the final, a few students missed one of their body paragraphs. Consequently, only 72% of the students met the final objective. 2. Describe any changes you made as you were teaching the lessons. For the first part of this lesson, I did not model using enough descriptive details. I didn't explain to the students my experience as well as I could have. Knowing this, for the second and third parts of this lesson I was able to really get the students involved in my story, as if they had come with me on my vacation. This is the type of writing I wanted them to strive for. It was a much better end to the lesson on body paragraphs. 3. What would you change about this lesson plan? Pay attention to situations 	

where students either did not learn or already knew.

The things I would change are the same items that I was able to change for parts two and three of teaching body paragraphs. I am glad I spread it out over three parts. I knew I would have more students leave out details in their story if I expected them to just write the body paragraphs without breaking it down.

4. How did the results of this lesson influence the way that you will teach in the future?

Knowing that my students need structure and explicit instruction after not being as successful in part one of this lesson, helped me to adapt parts two and three to illicit more descriptive writing from these students.

Lesson Plan 4
11/7/12**Student Teacher: Jenae Nelson****Date of Lesson:**

Lesson Title/Description: Narrative Writing: Conclusion	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 1: Writing 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Objectives: 1.4 After modeling strategies for writing a strong closing paragraph, students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introduction paragraph.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none">▪ Sentences begin with capital letters and end in punctuation.▪ A complete sentence has two parts: a “who” and a “what”. It is a complete thought.▪ Writing happens in stages: drafting, editing, revising, and re-writing.▪ Writing is a process.	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none">▪ Sharpened Pencil▪ Notebook Paper▪ Hamburger Style Graphic Organizer▪ Document Camera▪ Smart Board	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none">▪ Ask students:<ul style="list-style-type: none">• Who remembers what section of our narratives we wrote yesterday?• What do you suppose we will be working on today?
17 min	Teaching: <ul style="list-style-type: none">▪ Ask students: Do you remember what the three details I had written down on my hamburger model?▪ Explain that when writing the conclusion, we want to briefly sum up our story, and bring our thoughts to a close.▪ Model writing a conclusion to my experience on a vacation to Mexico. Briefly restate the fun things I did, and let my audience I had a great time, and would one day like to return to Mexico.<ul style="list-style-type: none">• Reiterate the requirement of indenting the first line of the new paragraph we just wrote.▪ Instruct students to quietly get out their writing spirals, and hamburger graphic organizer to aid in their writing.▪ Have students skip lines to allow room for editing.

20 min	<p>Independent Application:</p> <ul style="list-style-type: none"> ▪ Students will individually work on concluding their own stories by restating the three main events of their story, and finishing with any thoughts they had looking back at their experience. ▪ Answer any questions that may arise about writing their conclusions and restating their details. ▪ Allow free-write if students finish early.
3 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Ask students: <ul style="list-style-type: none"> • What did you need to include when writing your conclusion? • Why do you think it is important to have a conclusion to your story?
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Challenge students #6, 7, 13, 24, and 27 to use more intricate vocabulary words and descriptive language to really allow their ideas to come to life. Encourage them to find a creative ending that captures and sums up their story in a way that keeps the audience invested. ▪ Provide small group instruction for students # 3, 16, 22, 23, and 25 to make sure they understand what the parts of the conclusion are, and how to summarize their ideas using their graphic organizer. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introduction paragraph. 2. Informal: Make a list of students not using their graphic organizers, and which students do not restate their three details. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? The students did very well meeting this objective. They were able to complete their conclusion and restate the main ideas from their story. I know this because I was able to read over the student's conclusion paragraphs. 2. Describe any changes you made as you were teaching the lesson. This lesson I pretty much taught to completion. I had learned from previous lessons on being care to model in as much detail as I could. The students have begun to pick up on the process of writing in paragraph form, for the most part using complete sentences and descriptive language. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I started to allow students to free-write if they finished early. I wish I had started this earlier. This allowed them to continue to practice writing, as well as keep them occupied to the rest of the group could focus on their writing. Any practice writing I can give these students is a good thing. 4. How did the results of this lesson influence the way that you will teach in the future? I added into future lesson that students should free-write if they finished early. I really liked giving them the chance to practice getting their thoughts down on paper. 	

Lesson Plan 5
11/8/12

Student Teacher: Jenae Nelson

Date of Lesson:

Lesson Title/Description: Narrative Writing: Editing Spelling	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 2: Writing 4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.	Objectives: 2.3 After a lesson on spelling, students will correct spelling errors with at least 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> Writing happens in stages: drafting, editing, revising, and re-writing. Writing is a process. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Sharpened Pencil Writing Spiral Document Camera Smart Board Personal Dictionary Webster's Dictionary Editing Checklist 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> What step do you suppose comes after the drafting of your writing? Why do you think editing is an important step?
17 min	Teaching: <ul style="list-style-type: none"> Start by introducing the students to their new personal dictionary. <ul style="list-style-type: none"> Read the first page to them under the document camera that explains what kinds of information is included in their dictionary. Go through some of the pages to show them the words that they use in everyday writing. Explain what a homophone is and show them the pages towards the back that has common homophones listed. *These pages are important since a lot of the students commonly mix up what spelling of the word they want to use. Tell students that there is space for them to add words to their dictionary in their neatest handwriting. These dictionaries will stay with them in 5th grade as well so they need to be taken care of. Model editing one of my body paragraphs for the spelling of souvenir. Go back to show students how I had marked the word so I could return to check my spelling during the original drafting.

	<ul style="list-style-type: none"> • Model how to look up the word in the dictionary and write the correct spelling above, crossing out the misspelled word. (This is faster than erasing) ▪ Show students how to use the editing checklist. Explain the first column is for self-editing, and the second column is for their partner to peer-edit.
15 min	Independent Application: <ul style="list-style-type: none"> ▪ Instruct students to start self-editing for spelling mistakes of their own. Walk around and provide help if necessary.
10 min	Group Application: <ul style="list-style-type: none"> ▪ Have students get with their assigned partner and switch checklists and spirals. ▪ Students will be reading each other's work and looking for any misspelled words that were missed in their partner's writing. ▪ Have the partners sit near each other so they can answer any questions that come up while reading each other's work.
3 min	Closure: <ul style="list-style-type: none"> ▪ Ask students how they are to use their dictionaries to help edit for misspelled words.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Partner the emergent writers: students #3, 16, 22, 23, and 25 with stronger writers: students #6, 7, 13, 24, and 27 to help the emergent writers find the spelling mistakes they might not be able to identify. 	
Assessment <ol style="list-style-type: none"> 1. Formal: Students will correct spelling errors with at least 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories. 2. Informal: Thumbs-up assessment on using the dictionary to find spelling mistakes. Circulate the room to make sure students stay on task. 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? Spelling is a stretch for the majority of these students. They did better meeting the objective when they could use their resources to help them find the correct spelling word. The only way students did not meet this objective is if they couldn't recognize a misspelled word to fix it. I know they met or did not meet this objective because I got to read everyone's final stories. 2. Describe any changes you made as you were teaching the lesson. During this lesson, I introduced them to using their personal dictionaries. At first I was not going to provide much assistance in helping the students find words, but in the end I wanted them to leave this unit really understanding how to use the resources given to them. So the only change was doing one more model and then circling the room to provide assistance when needed. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I would have done more than one model of using the dictionary to find a misspelled word from my draft. Then I wouldn't have had to stop the class from working to give that extra instruction. Or, next time I can pull a small group aside to give extra instruction to. 	

4. How did the results of this lesson influence the way that you will teach in the future?

In the future I will pull back my emergent writers for small group extra instruction so that I do not distract my stronger writers from working when they have a decent grasp on the assignment.

Lesson Plan 6
11/9/12

Student Teacher: Jenae Nelson

Date of Lesson:

Lesson Title/Description: Narrative Writing: Editing Capitalization	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 2: Writing 4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.	Objectives: 2.1 After a lesson on capitalization, students will correct all capitalization errors in their stories by using an editor's checklist to self-edit and partner-edit their stories.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> Writing happens in stages: drafting, editing, revising, and re-writing. Writing is a process. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Sharpened Pencil Writing Spiral Document Camera Smart Board Editing Checklist 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> When do we need to capitalize a word? What are the three categories for capitalizing? <ul style="list-style-type: none"> Proper names Beginning of the sentence Proper nouns
10 min	Teaching: <ul style="list-style-type: none"> Discuss with students the reasons for capitalizing proper names, proper nouns, and the beginning of each sentence. Model editing my example from my trip to Mexico for any names not capitalized, any sentences that didn't begin with a capital, and any proper nouns ("I" especially) that were not capitalized. <ul style="list-style-type: none"> Ask for student input. Ex: Do you see any other words I missed that should be capitalized? Tell students how important it is to read through their work carefully in order to do a good job editing.
15 min	Independent Application: <ul style="list-style-type: none"> Have students quickly and quietly get out their writing spirals and editing checklists. Tell them they will start out editing their own work for capitalization errors.
	Group Application:

10 min	<ul style="list-style-type: none"> ▪ Have students get together with their partners. ▪ Switch writing spirals and checklists. Have students read over their partner's work to check for any capitalization errors they might have missed.
3 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ Ask students: What are the three categories for capitalizing words?
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ Partner the emergent writers: students #3, 16, 22, 23, and 25 with stronger writers: students #6, 7, 13, 24, and 27 to help the emergent writers find the capitalization mistakes they might not be able to identify. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will correct all capitalization errors in their stories by using an editor's checklist to self-edit and partner-edit their stories. 2. Informal: Use thumbs-up assessment to track student understanding of when and why we capitalize proper names, proper nouns, and the beginning of sentences. 	
<p>Reflection:</p> <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? Students did a fairly good job meeting this objective. 92% of the students met. I know this because I was able to read through their final drafts and evaluate their use of capitals. The ones who did not are in my most emergent group of writers. These basic tasks are still very foreign to these students. 2. Describe any changes you made as you were teaching the lesson. I ended up pulling my lower group of students back to do a few more examples of each reason for capitalizing. I made this change during the formative assessment when these students were still a little unsure. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I would have liked to come up with better adaptations for my stronger students. This is still a challenge for me. I am not used to having the majority of the students I teach below grade level and I don't want to bore my grade level students. 4. How did the results of this lesson influence the way that you will teach in the future? I will be working harder to come up with more challenging ideas to strengthen the skills of my stronger students. 	

Lesson Plan 7**Student Teacher: Jenae Nelson****Date of Lesson: 11/13/12**

Lesson Title/Description: Narrative Writing: Editing Punctuation	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 2: Writing 4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.	Objectives: 2.2 After a lesson on punctuation, students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?)
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> Writing happens in stages: drafting, editing, revising, and re-writing. Writing is a process. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Sharpened Pencil Notebook Paper Hamburger Style Graphic Organizer Document Camera Smart Board Prompt Ideas 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> Ask students to remember back to when we did some work on grammar. Ask them: What should come at the end of each sentence? How do you know what type of punctuation should be included?
10 min	Teaching: <ul style="list-style-type: none"> Put three examples of sentences up on the board. The first one is missing punctuation, the second has the wrong punctuation, and the third has correct punctuation. <ul style="list-style-type: none"> Pull sticks to call on students to answer if the sentence is complete with correct punctuation. Discuss why it is not complete and what needs to be added to the first sentence, changed to the second, and why the third is correct. Put two more examples on the board, this time one that is a run-on sentence, and one that is a complete thought. <ul style="list-style-type: none"> Call on students to answer if the sentences are complete with punctuation. Discuss why the first sentence is not complete and how to change it (from a run-on to a complete sentence).
15 min	Independent Application: <ul style="list-style-type: none"> Instruct students to pull out their writing spirals and editing checklists. Tell them that they will first be self-editing for punctuation. Remind them to

	read carefully to catch all possible mistakes.
10 min	Group Application: <ul style="list-style-type: none"> ▪ Tell the students it is now time to meet up with their editing partner. ▪ Switch spirals and checklists and have their partner read through their story for any punctuation or run-on mistakes. ▪ Remind them to check off the box on their list when it is complete.
5 min	Closure: <ul style="list-style-type: none"> ▪ Ask students what the parts to a complete sentence are. ▪ Pull sticks to have students tell you what the proper punctuation is for a statement sentence, a question sentence, and an exclamation sentence. ▪ Ask students how they can fix a run-on sentence.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Partner the emergent writers: students #3, 16, 22, 23, and 25 with stronger writers: students #6, 7, 13, 24, and 27 to help the emergent writers find the punctuation mistakes they might not be able to identify. 	
Assessment <ol style="list-style-type: none"> 1. Formal: Students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?) 2. Informal: Thumbs up assessment during the sentence and punctuation questions in the lesson to show students agree/disagree with the answers given (to open discussion). 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? 92% of the students met this objective. There were some students who still are not used to making sure they have ended each sentence with punctuation. It is a skill that will just take practice and repetition. I know that only 92% of the students met because I looked over each of their stories, and two students were unsuccessful at remembering all punctuation. I did see a large increase in the use of any punctuation at all from many of the students. 2. Describe any changes you made as you were teaching the lesson. This lesson was taught pretty much as written. By this time the students had a decent grasp on using their checklist and meeting with their partners so it went pretty smoothly. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I would allow the stronger students to bring me their work for me to look over it, since they were paired with a partner who is still learning basic writing skills. I would want them to have the chance to catch any misspelled larger vocabulary words that their partners would be unable to catch. 4. How did the results of this lesson influence the way that you will teach in the future? I will remember to continue to provide support to the stronger writers as well as the emergent ones. This way I can help both ends of the spectrum grow in skill. 	

Lesson Plan 8**Student Teacher: Jenae Nelson****Date of Lesson: 11/14/12**

Lesson Title/Description: Narrative Writing: Re-write	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 2: Writing 4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.	Objectives: 2.4 After all revisions are complete, students will rewrite their story into their final draft by including the introduction, body, and conclusion paragraphs in the correct sequence.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> Writing happens in stages: drafting, editing, revising, and re-writing. Writing is a process. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Sharpened Pencil Notebook Paper Document Camera Smart Board 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> Ask Students: <ul style="list-style-type: none"> What order does a story follow? Does this order make sense? Would any other order make sense? What order did you write your story?
15 min	Teaching: <ul style="list-style-type: none"> Tell students that they will be transferring their rough draft/sloppy copy from their spiral, into their final draft on a clean sheet(s) for notebook paper. Model writing my final draft on the document camera. <ul style="list-style-type: none"> Show students how I indent. Show students that I will finish my sentence on the next line down when I get to the red line of my margin. Show students how my paragraphs will come sequentially one after another. This is why it is important to indent: so my audience knows when I am starting a new paragraph, or new event in my story.
22 min	Independent Application: <ul style="list-style-type: none"> Students will individually start re-writing their draft on a clean sheet of notebook paper in their neatest handwriting. If students finish early they need to read through their final one more time to make sure they have a polished, finished writing piece.
3 min	Closure: <ul style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> What were the three main things we edited for?

	<ul style="list-style-type: none"> • How did editing make out final draft a polished piece of writing? ▪ Tell students that tomorrow they will get to complete their book with a cover, and will get to share their stories.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> ▪ Students #9 and 18, who get distracted by their peers, will get to work in the quiet space (Think Tank) in the room where no one can bother them. 	
Assessment <ol style="list-style-type: none"> 1. Formal: Students will rewrite their story into their final draft by including the introduction, body, and conclusion paragraphs in the correct sequence. 2. Informal: Circulate the room. Make note of students off task, or not spending their time being productive. 	
Reflection: <ol style="list-style-type: none"> 1. How did the students do re: the objectives, and how do you know? The students did a nice job writing their final drafts. Only two students were unsuccessful at finishing their final writing during the specified time. I was able to review student work to evaluate their progress. 2. Describe any changes you made as you were teaching the lesson. I did not make any changes to this lesson as I was teaching it. I had learned from previous lessons about being more explicit in modeling. I also left my example up on the document camera as a resource for students to refer to. The students who completed their work in a timely manner did a nice job following the guidelines for writing the final draft. 3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. I thought this lesson went pretty well. Looking back I don't think there is anything I would want or need to change about it. I enjoyed reading the final copies of student work. Knowing where they were in writing at the beginning of the year, I can see that many students have made great progress in their writing skills. 4. How did the results of this lesson influence the way that you will teach in the future? I will allow the students time to work, and practice their skills like I did during this lesson. They ended up surprising me with the amount of writing they were able to complete. 	

Lesson Plan 9**Student Teacher: Jенаe Nelson****Date of Lesson: 11/15/12**

Lesson Title/Description: Narrative Writing: Creating the Book Jacket	
Lesson # 1 of 1	Time Allotted for this Lesson: 60 min
Goal 3: Writing 4.W.6 Students will publish their writing as well as interact and collaborate with others.	Objectives: 3.1 After publishing, students will create a cover page by including all four required components. (title, author, illustrator, and front cover illustration.)
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> All books have book jackets. The book jacket includes at least the author, title, and illustrator. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> Sharpened Pencil Notebook Paper Construction Paper Colored Pencils Document Camera Smart Board 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> How many of you have a book on your desk that you are currently reading? What do you notice about the book jackets? <ul style="list-style-type: none"> What sort of information does it include? Why do you think these things need to be included?
20 min	Teaching: <ul style="list-style-type: none"> Today you will be making a book jacket to complete your narratives. We talked a little bit about the kinds of things book jackets have on them. Please raise your hand and remind me of those things: (call on students to give one answer at a time) <ul style="list-style-type: none"> Cover picture, title, author's name, and illustrators name. (If they have one) I will show you how to make your jacket by making the book jacket to the story I wrote about my Journey to Mexico. Take the color of my choice and fold hamburger style. I have pre-cut white strips of paper that you will get to draw your illustration on and glue to the front. Take some books from the shelf, some that have a different author than illustrator, and some that have the same. Use these as examples for numbers 1-4 <ol style="list-style-type: none"> I will write my title at the top in the center. Remember, you're the main words in your title have capital letters. <ul style="list-style-type: none"> You can trace over your title in colored pencil so it shows up nicely on the construction paper. (Use your personal best writing!) Next, I will write the author's name (my name) at the bottom left hand corner.

	<ul style="list-style-type: none"> • Ex: Author: Miss Nelson <p>3 Then if I were the one who created my illustration, I wouldn't have to include the illustrators name since it is the same as the author. See how this book only has the author written? If I had a friend do my illustration, I would write their name towards the bottom middle (show where on my own jacket).</p> <ul style="list-style-type: none"> • Ex: Author: Miss Nelson Illustrator: Mrs. Trower <p>4 Lastly, I will create my cover illustration. This should have to do with your topic. It could be a picture of something that happened in your story, but the picture has to match.</p> <ul style="list-style-type: none"> • This means if you have a friend draw your illustration you have to tell them what you want a picture of as your front cover. Then you will get to color it. <ul style="list-style-type: none"> ▪ When you are finished, bring me your story and your book jacket. I will cut off part of the margin and then staple your narrative inside the book jacket. ▪ Any questions?
5 min	<p>Group Application:</p> <ul style="list-style-type: none"> ▪ If you are going to have a friend illustrate your cover page, you must ask them, do not just assume they will be willing. ▪ Then you must do a quick conference with them so they know what picture the author (you) wants them to draw. <ul style="list-style-type: none"> • Only one student can illustrate for one other student (so they are able to finish their book jacket as well)
25 min	<p>Independent Application:</p> <ul style="list-style-type: none"> ▪ Students will pick the color construction paper they want as their book jacket background. ▪ They may quietly get their colored pencils from their cubby boxes. ▪ They must start with the title, then author/illustrator. This is written on the construction paper. ▪ Lastly they can start drawing or conference with a peer about a picture. <ul style="list-style-type: none"> • Draw in pencil first, and then color in colored pencil. (Yes they have to color their picture). • If a peer draws for the author, the author will color it. ▪ The narrative will get trimmed and stapled inside the jacket. ▪ Students may read and AR test when finished.
5 min	<p>Closure:</p> <ul style="list-style-type: none"> ▪ What were the pieces of information you needed to have on your book jacket? ▪ Why does this information need to be included?
<p>Meeting Varying Needs of Students:</p> <ul style="list-style-type: none"> ▪ For students #2, 11, 13, 18, and 20 who do not feel confident in their artistic ability, having a peer illustrate their cover page is an option for them. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Formal: Students will create a cover page by including all four required components. (title, author, illustrator, and front cover illustration.) 2. Informal: Using thumbs up assessment to have students answer questions about the information needed in their book jackets. 	

Reflection:**1. How did the students do re: the objectives, and how do you know?**

The students did very well meeting this objective. Only two students were unable to complete their book jacket during the allotted class time. I know this because I had the students turn in what they had done so I could look through their finished work. They really enjoyed this lesson.

2. Describe any changes you made as you were teaching the lesson.

The only changes I made to this lesson was on the amount of time I ended up teaching it. Thankfully I could go over by fifteen minutes. The students were really taking their time to do nice work.

3. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew.

All students learned how to make a book jacket. I really enjoyed teaching this lesson, and I know the students enjoyed participating. There isn't anything I would change about the teaching.

4. How did the results of this lesson influence the way that you will teach in the future?

I will try to incorporate more hands-on lesson as much as possible when doing a writing unit. It can really show the students that writing can be fun. They just need the tools to succeed.

Lesson Plan 10 Student Teacher: Jenaë Nelson Dates of Lesson: 11/15, 16/12

Lesson Title/Description: Narrative Writing: Presenting Final Stories	
Lesson # 1 of 1	Time Allotted for this Lesson: 45 min
Goal 4: Speaking & Listening 4.SL.4 Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Objectives: 4.1 After publishing, students will share their story by reading it to peers.
Pre-Requisite Knowledge and/or Skills: <ul style="list-style-type: none"> ▪ When presenting, you stand in front of the class. ▪ Be respectful to the presenter. 	
Materials/Equipment/Supplies/Technology/Preparation: <ul style="list-style-type: none"> ▪ Final Book ▪ Document Camera ▪ Smart Board 	
Procedure: Teacher	
Time 5 min	Anticipatory Set: <ul style="list-style-type: none"> ▪ Tell students they will be presenting their stories today and tomorrow. ▪ Ask students: Who is willing to present their story today? ▪ Have students sign up for a day to present their story.
10 min	Teaching: <ul style="list-style-type: none"> ▪ Review presenting etiquette with students: <ul style="list-style-type: none"> • The presenter will: <ul style="list-style-type: none"> ▪ Bring their story up to the front of the room. ▪ Stand so that their story is not covering their face. ▪ Read in a voice that is loud enough so the students in the back can hear. ▪ Bow or curtsy when finished. • The audience will: <ul style="list-style-type: none"> ▪ Be respectful and quiet while their peers are reading. ▪ Clap for each other when finished presenting. ▪ Give three things they liked about their story.
20 min	Independent Application: <ul style="list-style-type: none"> ▪ Students will take turns reading their stories to the class. ▪ After each story, 3 students will be called on to say something they liked about the story.
5 min	Closure: <ul style="list-style-type: none"> ▪ Ask students if they enjoyed this writing unit. ▪ Call on 10 students to tell me something they learned during the process of

	writing their narratives.
Meeting Varying Needs of Students: <ul style="list-style-type: none"> I will be up at the front for students # 3, 16, 23, and 24 while they read their stories. Since these students are reading at a first grade or below reading level, I will provide assistance with any words they stumble on pronouncing. 	
Assessment <ol style="list-style-type: none"> Formal: Students will share their story by reading it to peers. Informal: Make note of students who refuse to participate, if any. 	
Reflection: <ol style="list-style-type: none"> How did the students do re: the objectives, and how do you know? The students met this objective with 100% participation. If they did not read their story on the 15th, they read their story on the 16th. Every student was willing to share and the class was positive about each other's stories. Describe any changes you made as you were teaching the lesson. I wasn't sure if I would have to split it up amongst two days, but it worked out better to stay on my original plan. That way the students did not get restless. What would you change about this lesson plan? Pay attention to situations where students either did not learn or already knew. This lesson was fairly straightforward. The students read their narratives and practiced their public speaking skills. I was there if any students got stuck on pronouncing words. How did the results of this lesson influence the way that you will teach in the future? I will remember to provide a chance for students to share their work. This really shows the pride they take in what they do. It can also make them feel good about completing their assignments to the best of their ability. It is important to show praise for student growth. 	

A. Assessment plan and Instrument

A. Assessment Plan Chart

Goals/Objectives	Pre-Assessment	Formative	Post-Assessment
Goal 1: Writing CCSS 4.W.3 <i>Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>			
Objective 1.1 After being given a story prompt, students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer.	Hamburger– Model Graphic Organizer	Lesson #1 Thumbs-up on questions regarding the hamburger model. Walk around room to observe student work.	Hamburger– Model Graphic Organizer
Objective 1.2 After modeling how to write a well-developed introduction, students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic.	Q 5	Lesson #2 Use checklist to determine if students are on the right track after starting to write their introductory paragraph. Circulate during class time.	Q 5
Objective 1.3 After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.	Q 6	Lesson #3 Walk around room. Students will turn in their sentence structure sheet after each body paragraph is finished.	Q 6
Objective 1.4 After modeling strategies for writing a strong closing paragraph, students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introduction paragraph.	Q 7	Lesson #4 Circulate classroom to observe student progress. Make note of those not using hamburger model graphic organizer.	Q 7
Goal 2: Writing CCSS 4.W.5 <i>With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.</i>			
Objective 2.1 After a lesson on capitalization, students will correct all capitalization errors in their stories by using an editor’s checklist to self-edit and partner-edit their stories.	Q 3 & 4	Lesson #6 Verify that checklists are being used. Make list of students who did not check off capitalization.	Q 3 & 4

Objective 2.2 After a lesson on punctuation, students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?)	Q 2	Lesson #7 Verify that checklists are being used. Make list of students who did not check off punctuation.	Q 2
Objective 2.3 After a lesson on spelling, students will correct spelling errors with at least 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories.	Q 1	Lesson #5 Verify that checklists are being used. Make a list of students who did not check off spelling.	Q 1
Objective 2.4 After all revisions are complete, students will rewrite their story into their final draft by including the introduction, body, and conclusion paragraphs in the correct sequence.	Participation in writing spiral.	Lesson #8 Model putting paragraphs together. Circulate to monitor student progress.	Participation in writing spiral.
<u>Goal 3: Writing</u> CCSS 4.W.6 <i>Students will publish their writing as well as interact and collaborate with others.</i>			
Objective 3.1 After publishing, students will create a cover page by including all four required components. (Title, Author, Illustrator, and Front Cover Illustration.)	Finished Book	Lesson #9 Model creating a cover page. Circulate to monitor student progress.	Finished Book
<u>Goal 4: Speaking & Listening</u> CCSS 4.SL.4 <i>Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i>			
Objective 4.1 After publishing, students will share their story by reading it to peers.	Participation	Lesson #10 Make a list of students who do not participate.	Participation

B. Copy of Assessment Answer Key

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Name: Key

My Dog, Beau

I My dog, **B**eau, is the best pet ^{anyone}~~everyone~~ could have. He is beautiful and easy to care for. Playing with him is lots of fun.

He always takes care of me. There isn't a better pet anywhere.

B Beau is a beautiful Poodle. He is mostly black with a small white spot on his chest. Caring for him is easy because **I** simply have to make sure he has fresh ^{water}~~wader~~ and food every day. **I** exercise him by throwing his toys. Beau is a good pet because he is nice looking and doesn't need much care.

B Beau is lots of fun to play with. He loves ^{to}~~two~~ play catch. He follows ^m~~me~~ around the house and plops down beside me when I sit on the couch. **I** ^{really}~~reelly~~ have fun playing with Beau. He takes care of me and ^{keeps}~~keaps~~ me safe.

C As you can see, **B**eau is a great pet. I am proud of him and he doesn't require much care. Playing with him is always enjoyable. **H**e watches over me and keeps me safe. Beau is absolutely the best pet anyone could ^{ever}~~ever~~ have!

Writing Pre-Assessment

Part 1: Find the writing mistakes in the short story:

1. Cross out Misspelled words. Write the correct spelling above.

friend

My ~~friend~~ likes the color purple.

2. Add in and circle the missing punctuation.

I went to the store today

I went to the store today.

3. Write the capital letter over the lower case that should be capitalized.

sam went to the lake to play in the water.

~~S~~am went to the lake to play in the water.

4. Put a slash through letters that should not be capitalized. Write the lowercase letter above.

o

I like to play ~~O~~utside at recess.

Part 2: Labeling Paragraphs:

5. Write the letter I next to the Introduction paragraph.
6. Write the letter B next to the Body paragraphs.
7. Write the letter C next to the Conclusion paragraph.

Name: _____

My Dog, Beau

_____ My dog, beau, is the best pet anyone could have. He is beautiful and easy to care for. Playing with him is lots of fun. he always takes care of me. There isn't a better pet anywhere

_____ Beau is a beautiful Poodle. He is mostly black with a small white spot on his chest. Caring for him is easy because i simply have to make sure he has fresh wader and food every day I exercise him by throwing his toys. Beau is a good pet because he is nice looking and doesn't need much care.

_____ Beau is lots of fun to play with He loves two play catch. He follows Me around the house and plops down beside me when I sit on the couch. I reelly have fun playing with Beau. He takes care of me and keaps me safe

_____ As you can see, beau is a great pet. I am proud of him
and he doesn't require much care. Playing with him is
always enjoyable. he watches over me and keeps me safe.
Beau is absolutely the best pet anyone could evor have!

Writing Post-Assessment

Part 1: Find the writing mistakes in the short story:

1. Cross out Misspelled words. Write the correct spelling above.

friend
My ~~friend~~ likes the color purple.

2. Add in and circle the missing punctuation.

I went to the store today
I went to the store today.

3. Write the capital letter over the lower case that should be capitalized.

sam went to the lake to play in the water.
~~S~~am went to the lake to play in the water.

4. Put a slash through letters that should not be capitalized. Write the lowercase letter above.

o
I like to play /outside at recess.

Part 2: Labeling Paragraphs:

5. Write the letter I next to the Introduction paragraph.
6. Write the letter B next to the Body paragraphs.

7. Write the letter C next to the Conclusion paragraph.

Name: _____

My Dog, Beau

_____ My dog, beau, is the best pet anyone could have. He is beautiful and easy to care for. Playing with him is lots of fun. he always takes care of me. There isn't a better pet anywhere

_____ Beau is a beautiful Poodle. He is mostly black with a small white spot on his chest. Caring for him is easy because i simply have to make sure he has fresh wader and food every day I exercise him by throwing his toys. Beau is a good pet because he is nice looking and doesn't need much care.

_____ Beau is lots of fun to play with He loves two play catch. He follows Me around the house and plops down beside me when I sit on the couch. I reelly have fun playing with Beau. He takes care of me and keaps me safe

_____ As you can see, beau is a great pet. I am proud of him
and he doesn't require much care. Playing with him is
always enjoyable. he watches over me and keeps me safe.
Beau is absolutely the best pet anyone could evor have!

C. Narrative of Pre/Post Assessment Instrument

- **Instrument design Guidelines:**

- I would say that these types of assessment questions are sound because the majority of the assessment was designed so that the students had to show me if they knew the correct answer; making it hard to just guess. The types of questions used were multiple choice, and short answer in the form of editing or writing in corrections.
- The pre-assessment questions were successful in gauging student knowledge. I did not feel the need to change the way the questions were set up, so I gave the same test as the post-assessment.

- **Instrument Design & Criteria:**

- I believe the assessment follows common recommended fourth grade guidelines. The way I chose to design my assessment, by putting up the key for how they needed to edit, was to ensure that students would have a visual reminder of what I was asking them to do. Students received a short story that they needed to edit. Questions 1-4 were involved editing. Questions 5-7 involved identifying the paragraphs. Question 1 involved identifying and then correcting misspelled words. Question 2 involved students finding the missing punctuation. Questions 3 and 4 involved identifying correct capitalization. Question 5 required students to label the correct introductory paragraph using the letter I. Question 6 had students identify the correct body paragraphs using the letter B. Lastly, question 7 involved identifying the conclusion paragraph using the letter C. I tried to vary the type of assessment but for fourth graders, I wanted them to be able to edit writing looking for specific corrections. I also want them to be able to correctly identify the different parts to a story so they can be better writers. This required two main types of assessment questions.
- The post-assessment also follows fourth grade guidelines. Because the pre-assessment was successful, I designed to post-assessment to be identical. The key for what students would be editing or labeling was again, placed on the document camera for the duration of the test.

- **Administration:**

- The pre-assessment was administered to the whole class in the morning the week before starting the lessons. The test was a short story that had 16 editing errors: six capitalization errors, six spelling errors, and four punctuation errors. There were also four lines in the margin next to each paragraph where students had to fill in the correct letter representing each paragraph. The letter I next to the introductory paragraph, a B next to each body paragraphs, and a C next to the conclusion paragraph. I placed the editing visual on the document camera and went over it with the students before they got their test. Each question had an example to ensure the students understood what was being asked of them. Once the tests were passed out and privacy folders were in place, I read through the short story with them. Once I had finished I instructed them to start editing.
- The post-assessment was administered to the whole class in the afternoon on the last day of the unit. This test was set up the same as the pre-test. Privacy folders were used again and the passage was read to the students who are not

reading at grade level. The main difference in administration was the time of day. The students are not as focused in the afternoon as they are in the morning. This was apparent when the post-tests were scored. Many students missed edits that they got on correct on the pre-test.

▪ **Adjustments:**

- Due to the fact that the majority of students in this class are not at grade level in reading, for the pre-assessment I provided a visual example of how I wanted them to edit the short story. Then, after passing out the short story they were to edit, I read it to whole class so they could follow along. To ensure that the results are accurate, the same direct instructions will be done for the post-assessment as well.
- For the post-assessment I provided the same visual key as an example for how the students should edit their test, as well as the errors they were to look for. The same direct instructions were given during the post-assessment, but the time of day when the test was administered caused some inaccurate results.

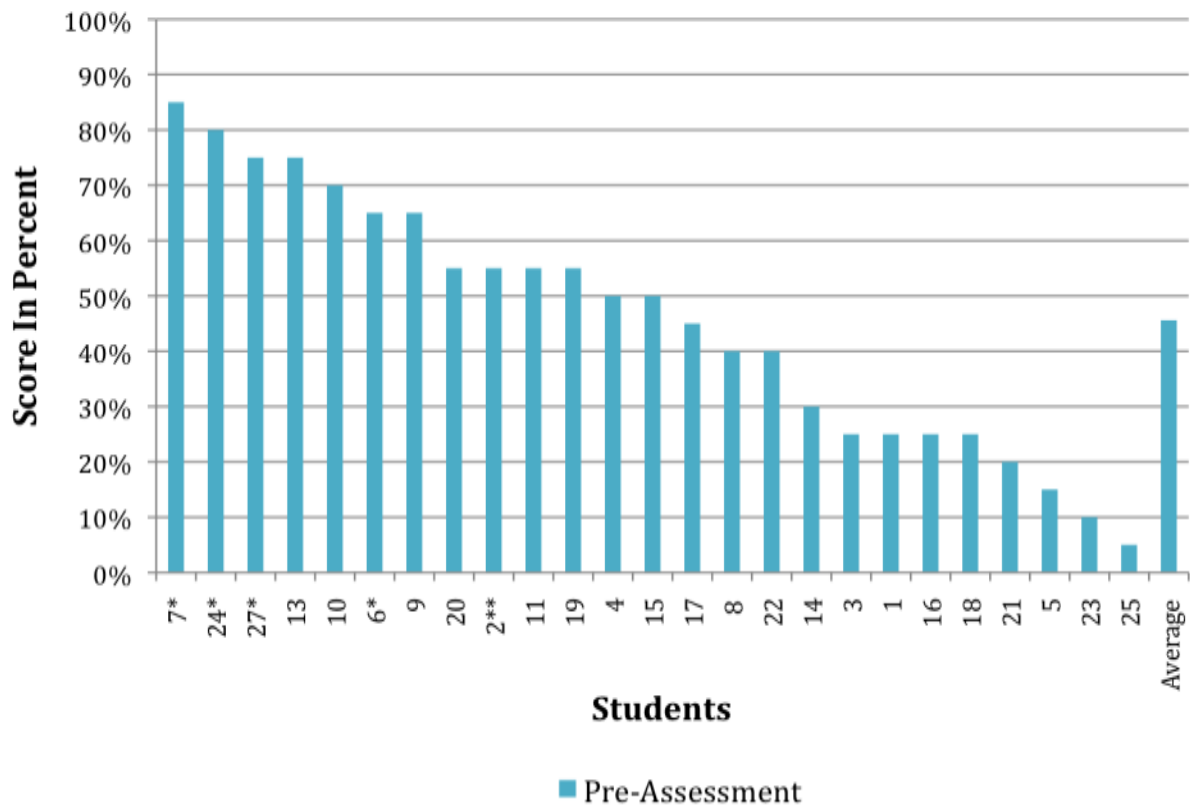
▪ **Critical Stance**

- Taking a look at the assessment as a whole, there were some useful and not so useful qualities for future application. I liked how the students had a key up on the smart board to refer to throughout the test. I would change the number of mistakes in the short story so that the types of errors were equal. This would make it easier to score.

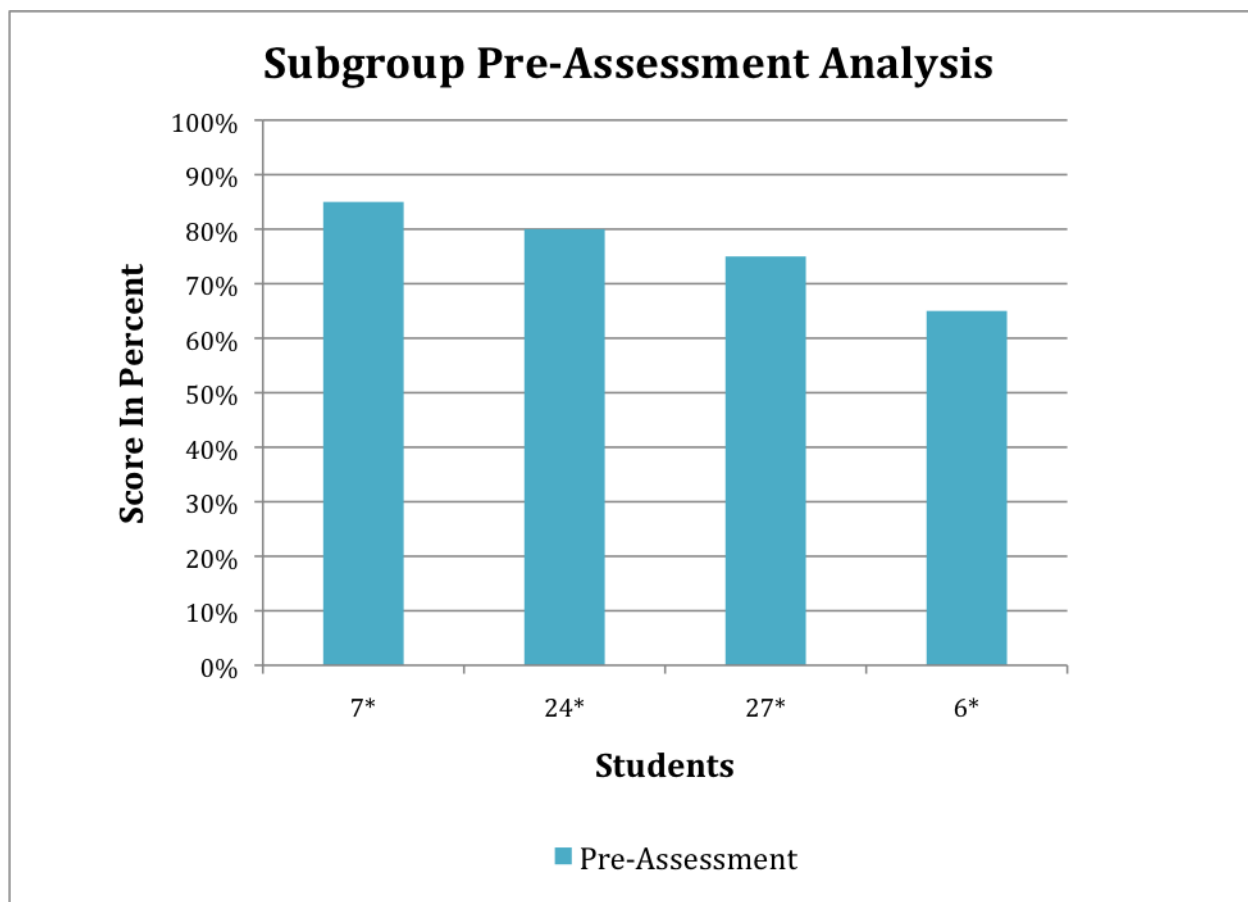
II. Pre-Assessment Analysis

Pre-Assessment Test Scores	
Students	Score in %
*7	85
*24	80
*27	75
13	75
10	70
*6	65
9	65
20	55
**2	55
11	55
19	55
4	50
15	50
17	45
8	40
22	40
14	30
3	25
1	25
16	25
18	25
21	20
5	15
23	10
25	5
Average	46
Subgroup	75
Individual	55

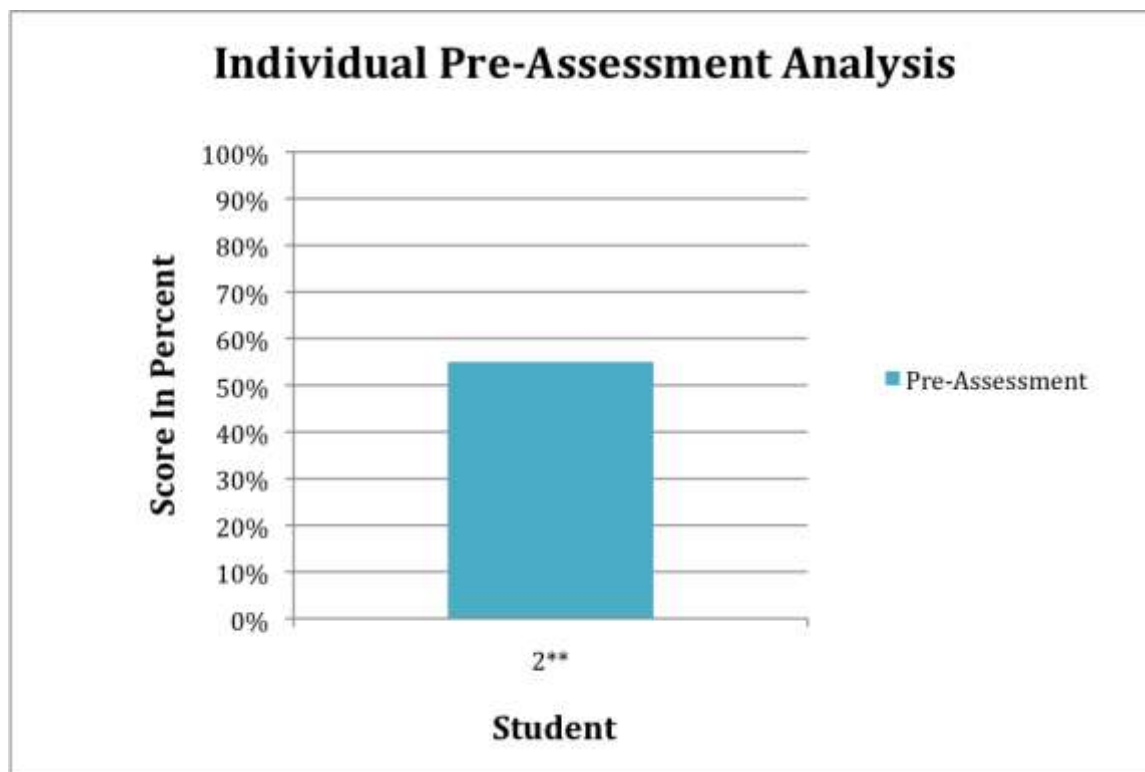
Whole Class Pre-Assessment Analysis



Subgroup Pre-Assessment Test Scores	
Student	Score in %
7*	85
24*	80
27*	75
12*	70
6*	65
Average	75



Individual Pre-Assessment Test Scores	
Student	Score in %
2**	55



Interpretation of Data

- The objectives that focused on the parts to a story or the sequence of writing a story, students did fairly well. I had over half of the class understand the order in which a story is written. This could be from reading stories and understanding events in a sequential order. The majority of the students who did not meet this objective are emergent readers. This could have been a reason for the lack of knowledge in this subject area.
- In the rest of the objectives that focused on writing conventions for spelling, punctuation, and capitalization, less than half of the class has knowledge of these skills at a fourth grade level. This tells me that I need to teach these lessons in completion and on a more basic level to reach the majority of the class who had little to no prior knowledge on the topic. I understand that these skills need to be practiced over time to really show mastery, but I need to give them the basic knowledge to practice these skills correctly.

Data Analysis Aligned with Goals and Objectives

Learning Outcomes	Pre-Assessment Data and Analysis
<p>Goal 1: Writing</p> <p>CCSS 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>Objective 1.1</p> <p>After being given a story prompt, students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer.</p>	
<p>Objective 1.2</p> <p>After modeling how to write a well-developed introduction, students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic.</p>	<p>Pre-Assessment Item: Q 5</p> <p>Class Results: 60% of the class was able to correctly identify the introduction paragraph. During the teaching of the lesson on writing the introduction, I will need to include key words or phrases about the introduction to help my students remember the order sequentially.</p> <p>Subgroup Results: 100%</p> <p>Since the subgroup is my stronger students, I am not surprised that all of these students were able to identify the introductory paragraph. These students will focus more on the writing since they have prior knowledge on the sequence of writing.</p> <p>Individual Results: 100%</p> <p>Student 2 was able to correctly identify the introductory paragraph. This tells me that I will need to make sure he is focused during the lesson on how to structure the writing of the introduction.</p>
<p>Objective 1.3</p> <p>After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.</p>	<p>Pre-Assessment Item: Q 6</p> <p>Class Results: 52% of the class was able to correctly identify both body paragraphs. This tells me that the majority of the class is unsure what the “meat” of the story is referred to. I will need to reiterate during each lesson that the body paragraphs are where the details about the story are explained.</p> <p>Subgroup Results: 100%</p> <p>All of the students in the subgroup were able to identify both body paragraphs. This tells me that I need to focus on honing their skills in word choice and vocabulary in the writing of these paragraphs.</p> <p>Individual Results: 0%</p>

	<p>Student 2 was not able to correctly identify the body paragraphs. This tells me that I will need to make sure he is focused during the lesson on developing the body of his story and why sequentially</p>
<p>Objective 1.4 After modeling strategies for writing a strong closing paragraph, students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introductory paragraph.</p>	<p>Pre-Assessment Item: Q 7</p> <p>Class Results: 80% of the class was able to identify the conclusion. This tells me that they have some background knowledge in how stories end. During the lesson I will need to focus on the parts of a conclusion and developing the ending.</p> <p>Subgroup Results: 100% All of the students in the subgroup were able to correctly identify the closing paragraph. This means I will need to challenge these students to end their writing in a more interesting way through use of vocabulary and word choice.</p> <p>Individual Results: 100% Student 2 was able to correctly identify the closing paragraph. I will need to teach the parts of the conclusion and make sure he is engaged during the lesson.</p>
<p>Goal 2: Writing</p> <p>4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p>Objective 2.1 After a lesson on capitalization, students will correct all capitalization errors in their stories by using an editor's checklist to self-edit and partner-edit their stories.</p>	<p>Pre-Assessment Item: Q 3 & 4</p> <p>Class Results: 40% of the whole group correctly identifies all errors in capitalization. Since this is less than half of my class, it tells me that I will need to really cover the reasons we would capitalize and to make sure they are not capitalizing any letters that they shouldn't. During the writing process I will have to remind the students when they read through their work to check for capitals.</p> <p>Subgroup Results: 100% All of the subgroup correctly identified which letters should be capitalized and which shouldn't be capitalized in the passage. This tells me to remind them to carefully edit, but that they have a pretty good grasp of capitalization in writing.</p> <p>Individual Results: 0% Student 2 was unable to identify the letters that should have been capitalized when the word is a</p>

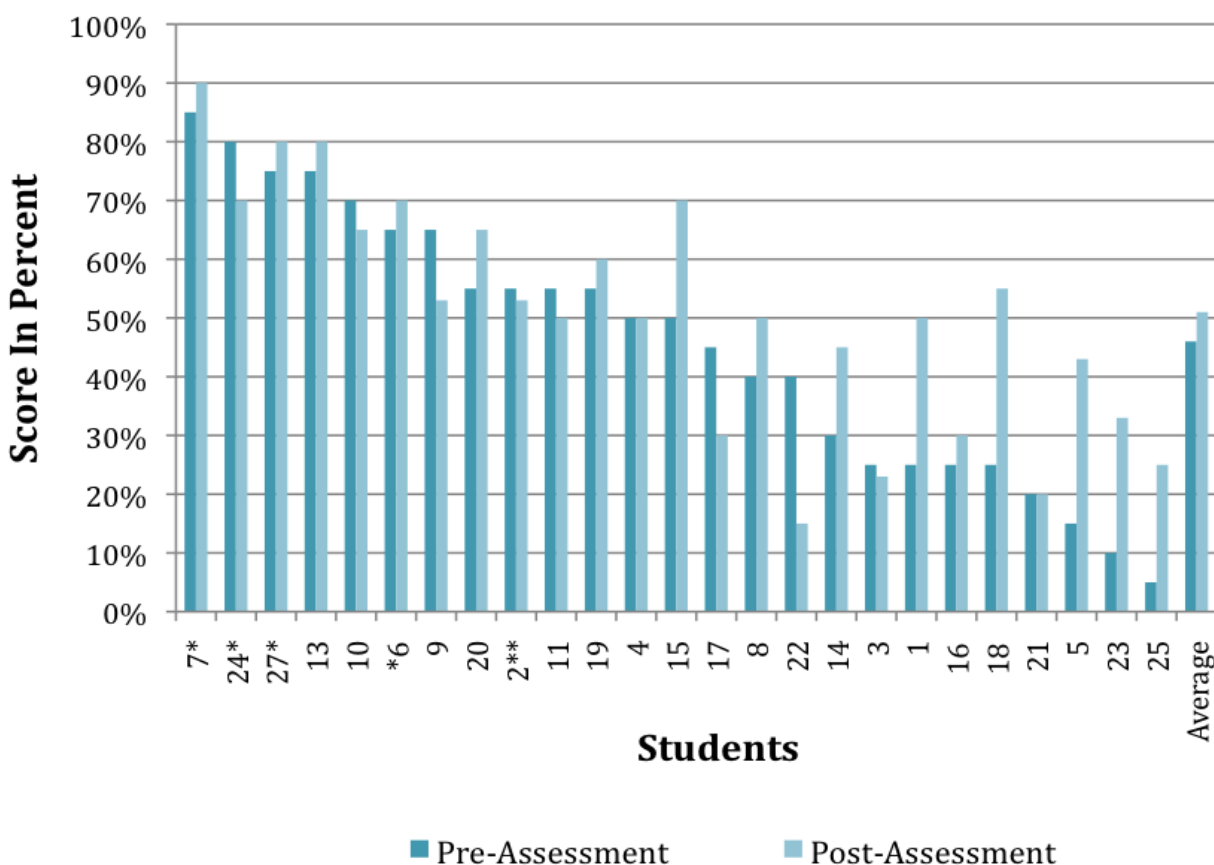
	<p>name. He did fairly well making sure each sentence began with a capital letter. We will work on polishing up the skills and knowledge of when words need capitals other than to begin sentences.</p>
<p>Objective 2.2</p> <p>After a lesson on punctuation, students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?)</p>	<p>Pre-Assessment Item: Q 2</p> <p>Class Results: 28% of the class was able to include punctuation to complete the sentences in the passage where punctuation was missing. This shows that some lessons on grammar need to be taught to help the majority of the students identify complete sentences.</p> <p>Subgroup Results: 50%</p> <p>Only half of the subgroup was able to completely fill in the missing punctuation in the passage. This tells me that even the strongest students could benefit from some grammar lessons. They might also need to take their time when reading through to make sure they have caught all mistakes, which could have been the case.</p> <p>Individual Results: 100%</p> <p>Student 2 was able to correctly place in all missing punctuation from the passage. He took his time in reading through to add in punctuation to complete the sentences. This tells me that during the lesson on punctuation I need to reiterate the importance of taking the time to carefully read through your work.</p>
<p>Objective 2.3</p> <p>After a lesson on spelling, students will correct spelling errors with 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories.</p>	<p>Pre-Assessment Items: Q 1</p> <p>Class Results: 32% of the students were able to identify and correct the misspelled words from the passage. This shows me that over half of my class is emergent spellers. This is not surprising since so many are below grade level. I will need to provide as many resources for the students as I can to help them grasp basic spelling skills. A personal dictionary will be passed out for students to use.</p> <p>Subgroup Results: 100%</p> <p>Since the subgroup is made up of my strongest students I am not surprised they were able to identify the basic misspelled words from the passage. I will need to challenge these students to build on their vocabulary and use more interesting and challenging word choice.</p> <p>Individual Results: 0%</p> <p>Student 2 is still working on his spelling skills. Resources will be provided to him to help aid in the</p>

	development of his skills.
<p>Objective 2.4</p> <p>After all revisions are complete, students will rewrite their story into their final draft by including the introduction, body, and conclusion paragraphs in the correct sequence.</p>	
<p>Goal 3: Writing</p> <p>4.W.6 Students will publish their writing as well as interact and collaborate with others.</p>	
<p>Objective 3.1</p> <p>After publishing, students will create a cover page by including all four required components.</p> <p>(Title, Author, Illustrator, and Front Cover Illustration.)</p>	
<p>Goal 4: Speaking & Listening</p> <p>4.SL.4 Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
<p>Objective 4.1</p> <p>After publishing, students will share their story by reading it to peers.</p>	

III. Post-Assessment Analysis

Pre/Post-Assessment Learning Gains			
Students	Pre-Assessment %	Post-Assessment %	Learning Gain in %
7*	85	90	5
24*	80	70	-10
27*	75	80	5
13	75	80	5
10	70	65	-5
*6	65	70	5
9	65	53	-12
20	55	65	10
2**	55	53	-2
11	55	50	-5
19	55	60	5
4	50	50	0
15	50	70	20
17	45	30	-15
8	40	50	10
22	40	15	-25
14	30	45	15
3	25	23	-2
1	25	50	25
16	25	30	5
18	25	55	30
21	20	20	0
5	15	43	28
23	10	33	23
25	5	25	20
Average	46	51	5
Subgroup	75	78	1
Individual	55	53	-2

Whole Group Pre/Post Assessment Analysis



Interpretation of Data

- In the objectives that focused on writing (1.2-1.4), the class and individual percentage of meeting the standard increased by 20%. This shows that they just did not have much prior knowledge of writing skills and the order in which a story is written. Having instruction to explain the parts of the narrative was helpful to them. Now they have a foundation in writing to build on the rest of the year.
- As for the objectives focused on the writing process and editing, (2.1-2.3) I saw a fairly large growth of 30% in scores as well. This tells me that the students have not had much instruction on the writing process, or were given resources to help them succeed.
- Some of the stronger writers were careless during the post-test and did not take their time. This caused some of them to miss questions they knew and got right on the pre-test. A few of the other students skipped over punctuation or spelling that they correctly identified in the pre-test. I should have given the post-test in the morning at the same time as when I originally gave the pre-test. The students have less focus in the afternoon. Overall I am not concerned with the results since all but four students met the objectives for their finished book.
- Intellectually, this is a lower level group of fourth graders. Some of these writing skills are beyond their readiness level. However, I had to teach to the standards for fourth

grade writing. I am pleased with the results. This is just hitting the tip of the iceberg when it comes to the skills these students will develop.

Data Analysis Aligned with Goals and Objectives

Learning Outcomes	Post-Assessment Data and Analysis
<p><u>Goal 1: Writing</u></p> <p>CCSS 4.W.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>Objective 1.1</p> <p>After being given a story prompt, students will brain storm and organize ideas by completely filling out the hamburger model graphic organizer.</p>	
<p>Objective 1.2</p> <p>After modeling how to write a well-developed introduction, students will construct an introductory paragraph to their story by using their graphic organizer and including at least three main points about the topic.</p>	<p>Post-Assessment Item: Q 5</p> <p>Class Results: 100% of the class correctly wrote an introduction to their story. These introductions needed to touch on the details that would be explained in the body of their story. The students understand the sequence of introducing the story and characters first.</p> <p>Subgroup Results: 100%</p> <p>Since the subgroup was able to identify the introduction in a story passage, I am not surprised they were able to write a fairly strong introduction of their own.</p> <p>Individual Results: 100%</p> <p>Student 2 did a nice job introducing his story. He was able to leave a little suspense in order to keep his audience invested.</p>
<p>Objective 1.3</p> <p>After modeling how to write well-supported body paragraphs, students will use their graphic organizers to write main ideas of their story by including at least three supporting details for each.</p>	<p>Post-Assessment Item: Q 6</p> <p>Class Results: 88% of the class was able to include all body paragraphs in their final copy that were written during the writing lessons, using the sentence structure sheet.</p> <p>Subgroup Results: 100%</p> <p>All students in the subgroup met the standard in writing the body of their story. They even included more interesting words and larger vocabulary.</p> <p>Individual Results: 100%</p> <p>Student 2 did a nice job developing his story.</p>

	Some of the sentences started with the same beginning, but the ideas are there and in sequential order.
<p>Objective 1.4</p> <p>After modeling strategies for writing a strong closing paragraph, students will create a conclusion to their story by using their graphic organizer to restate the three main points listed in the introductory paragraph.</p>	<p>Post-Assessment Item: Q 7</p> <p>Class Results: 96% of the class, or all but one student, were able to create a decent closing to their story. The details from the body paragraphs were restated, and</p> <p>Subgroup Results: 100%</p> <p>Each student in the subgroup successfully wrote a strong closing paragraph summing up the events of their stories.</p> <p>Individual Results: 100%</p> <p>Student 2 closed his story by summing up the events of his trip to Newport, but it became a little repetitive. We will continue to watch the phrasing as student 2 further develops his writing skills.</p>
<p><u>Goal 2: Writing</u></p> <p>4.W.5 With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p>Objective 2.1</p> <p>After a lesson on capitalization, students will correct all capitalization errors in their stories by using an editor's checklist to self-edit and partner-edit their stories.</p>	<p>Post-Assessment Item: Q 3 & 4</p> <p>Class Results: 60% of the class still had a difficult time with capitalization. This skill is one that will take practice and repetition. This score does show a growth of 20% compared to the pre-test.</p> <p>Subgroup Results: 100%</p> <p>The subgroup read through and edited their stories thoroughly. This showed me that they paid attention to the lesson during the editing section for capitals.</p> <p>Individual Results: 100%</p> <p>Student 2 also paid attention to detail when checking his writing for all capitals.</p>
<p>Objective 2.2</p> <p>After a lesson on punctuation, students will correct all punctuation errors in their stories by using their editor's checklist to self-edit and partner-edit their stories. (. ! ?)</p>	<p>Post-Assessment Item: Q 2</p> <p>Class Results: 60% of the class was able to complete the criteria by not having any punctuation mistakes. This is a fairly substantial gain of 32% from the pre-test.</p> <p>Subgroup Results: 100%</p> <p>The subgroup was able to continue to meet the criteria of writing without any punctuation errors in the final draft of their story.</p>

	<p>Individual Results: 100%</p> <p>Student 2 was able to finish his final draft without any punctuation errors.</p>
<p>Objective 2.3</p> <p>After a lesson on spelling, students will correct spelling errors with 83% accuracy by using their editor's checklist and dictionaries to self-edit and partner-edit their stories.</p>	<p>Post-Assessment Items: Q 1</p> <p>Class Results: 40% of the class was able to write their final draft with at least 83% accuracy. This is only an 8% increase from the pre-test, but spelling is a stretch for this group of fourth graders. It is something that they will have to work on in writing all year.</p> <p>Subgroup Results: 100%</p> <p>Since the subgroup is made up of some of the strongest students, they have a little better base knowledge of words and how they are spelled. In fact, each of these students are in the highest spelling group.</p> <p>Individual Results: 0%</p> <p>Spelling is still a stretch for student 2. He did use all the resources available to him, unfortunately if he did not believe a word was misspelled, he did not think to look it up in his dictionary.</p>
<p>Objective 2.4</p> <p>After all revisions are complete, students will rewrite their story into their final draft by including the introduction, body, and conclusion paragraphs in the correct sequence.</p>	<p>Post-Assessment Items: Participation</p> <p>Class Results: 92% of the whole group wrote their final draft on time and sequentially. There were two students who were unable to stay on track getting their writing done in a timely manner.</p> <p>Subgroup Results: 100%</p> <p>Since the editing process came easier for these students, they had the chance to start their final drafts a little early.</p> <p>Individual Results: 100%</p> <p>Student 2 was able to finish on time completing his story in chronological order.</p>
<p><u>Goal 3: Writing</u></p> <p>4.W.6 Students will publish their writing as well as interact and collaborate with others.</p>	
<p>Objective 3.1</p> <p>After publishing, students will create a cover page by including all four required components.</p> <p>(Title, Author, Illustrator, and Front Cover Illustration.)</p>	<p>Post-Assessment Items: Finished Book</p> <p>Class Results: 92% of the class finished their books jackets on time, including all four required components. This allowed them to have their books "bound" and completed. The finished product looked complete. They did a nice job.</p> <p>Subgroup Results: 100%</p>

	<p>Overall pleased with the results from the subgroup. They have a finished product that contains all four required components.</p> <p>Individual Results: 100%</p> <p>Also pleased with the finished book from student 2. He also successfully completed the criteria.</p>
<p><u>Goal 4:</u> Speaking & Listening</p> <p>4.SL.4 Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
<p>Objective 4.1</p> <p>After publishing, students will share their story by reading it to peers.</p>	<p>Post-Assessment Items: Participation</p> <p>Class Results: 100% of the whole group signed up for reading their stories to the class.</p> <p>Subgroup Results: 100%</p> <p>All of the subgroup had a chance to read their stories on Friday. They were most eager to sign up.</p> <p>Individual Results: 100%</p> <p>Student 2 also had the chance to read his story on Friday.</p>

Formative Assessment Analysis

Student	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 1.4	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 2.4	Obj. 3.1	Obj. 4.1
1	Met	Met	Not Met	Met	Met	Met	Met	Not Met	Not Met	Met
2**	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
3	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
4	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
5	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
6*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
7*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
8	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
9	Met	Met	Not Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met
10	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
11	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
13	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
14	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
15	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
16	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
17	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
18	Met	Met	Not Met	Met	Not Met	Not Met	Not Met	Met	Met	Met
19	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
20	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
21	Met	Met	Met	Met	Met	Met	Not Met	Met	Met	Met
22	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
23	Met	Met	Met	Met	Met	Met	Not Met	Met	Met	Met
24*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
25	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met
27*	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Class "Met" Average	100%	100%	72%	100%	92%	92%	84%	92%	92%	100%
Subgroup "Met" Average	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Individual "Met"	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

 Subgroup

 Individual

Narrative Analysis for Formative Assessment

The formative assessment chart informs me of student progress during the lesson. It tells me if the students understand the information being taught, that is aligned with the fourth grade goals and objectives. If I am noticing that there is an objective that students are having a hard time grasping, I can plan to teach another lesson that can give them a little more exposure to the topic. If a student does well on the formative, but poorly on the post-test, this shows one of two things. One is that the formative was not properly aligned to the objective the assessment was testing. Or two, in this case, the student was not reading the passage carefully enough to catch all the mistakes. If the student does poorly on the formative, then I know the information was not being taught in a way that allowed the student to understand the information being taught. Being able to assess during the lesson helps me catch any students slipping behind. Having the formative assessment helps me reflect on my teaching during the lesson.

- For objectives 1.1, 1.2, 1.4, and 4.1 all students received a score of 100% (for whole group, subgroup, and individual). This shows that everyone was able to grasp the ideas being presented and modeled in class.
- For objectives 2.1, 2.2, 2.4, and 3.1, the subgroup and individual all received a score of 100% on the formative, but somewhere along the line two students from the whole group fell behind. Both were absent one of the days during the lesson for objective 1.2 and I had to catch them up the next day, but they were unable to complete their homework to stay on track to finish their work in a timely manner. For the other objectives the reason one student did not meet was because he could not remember to bring his writing back to school after taking it home as homework, therefore he was unable to participate in the editing of his work for punctuation (objective 2.2) or capitalization (objective 2.1).
- Seven students were unable to meet objective 1.3. This lesson was spread out over three days to give the students a chance to develop one body paragraph at a time. This was still a stretch for some of the students. The subgroup and individual were able to meet the formative assessment with 100%.
- Three students did not use their resources to check off their spelling on the checklist provided. One student did not bring his work back to school so he could not edit spelling (objective 2.3).

Overall Reflection

Through the planning and implementing of this 10-lesson writing unit, I was able to better learn more about my strengths and weaknesses as a teacher. Writing can be a hard subject to teach, especially when your students have not had very many experiences in writing. Looking through the writing standards for fourth grade, I chose to teach about narrative writing. Under narratives alone there are many standards. I had to choose ones that I thought were realistic to teach the group I have since the majority of them are not at grade level. It was good practice to take standards in writing and make a complete unit. I was able to focus my lessons to allow the students to create a finished story about an experience they had on a vacation, fieldtrip, or when they lost something important. They were able to take their stories and make a small book and book jacket that included a front cover illustration and their name as the author.

The first experience I would like to talk about is kind of out of order. It was the second to last lesson I taught, but ended up being one of my favorites. This lesson involved producing a finished piece of writing through the use of creating the book jacket. It is a real treat to do any kind of artwork and the students loved it. They really took pride in their work to make something they were proud of. During this lesson I was able to incorporate a few different multiple intelligences: visual-spatial, interpersonal, linguistic, and bodily kinesthetic. Drawing and coloring the front illustration falls under visual-spatial. Gluing on their illustration and stapling in their writing involved bodily kinesthetic intelligence. Writing the information about the author, illustrator and title involved the linguistic intelligence, and collaborating with a peer if they wanted involved the interpersonal intelligence. The reasoning behind involving different learning styles to the activities is because in all of the literature courses I took in the program, Howard Gardner has come up multiple times. I also think providing activities that reach every student's strength is only going to better them as learners, giving each student a better chance to succeed.

The second experience I would like to reflect upon involved a lesson that I did not feel went as smoothly. In this lesson the students were required to self-edit for spelling mistakes. I thought the teaching portion went well until I let to students start working. During the lesson, each student was given a personal dictionary that had commonly misspelled words in it, along with homophones, and common pre-fixes and suffixes. I went over how to use their

dictionary, and what kinds of words were in it for them to reference. Since this is a class where the majority of the student's instructional and intellectual level is below grade level, one of two things happened. One, a lot of my students didn't realize some of their words were misspelled in the first place. Two, they do not have enough knowledge of phonics to even sound out the word enough to find it in the dictionary. This was frustrating to both the students and myself because it caused extra work for me, and frustration for them. I neglected to recall what I learned about Eric Erikson in the ED 442 class, how all students cognitive development differs. This couldn't be more true for this group of fourth graders. These students in particular were not at the point to where their brains had internalized the spelling of even basic, frequently used connecting words. This showed me that I needed to pull a small group in the back to really identify these words and maybe a mini phonics lesson on the sounds and rules for pairing consonants and vowels. I modeled using the dictionary, and we had done some work using dictionaries prior to teaching this unit, but I need to remember that these students need to be exposed to things multiple times before it can truly sink in.

The third experience was also a positive one. I enjoyed introducing these students to writing the body of their story using descriptive details and a variety of word choice. I taught these lessons over a period of three days. Each day we wrote about a different detail, expanding on it to create an interesting sequence of events. In the lesson, I introduced the class to a sentence structure sheet. I noticed prior to teaching this unit that not only did the students not like writing because it is a difficult subject for them, but they were having trouble creating complete sentences using details to give their writing depth. After modeling how to use this sheet, I had students that would complain about writing tell me that they thought writing was easy. This showed me that these students need more structure as they are still learning basic writing skills. This lesson makes me think back to my differentiation class, ED 461. I was challenging myself to teach a difficult subject in a way that provided more structure to those who needed it, but that allowed those that didn't to develop their writing further. It ended up working wonderfully for both my stronger developing and emerging writers.

I still have some work to do on my time management, but it has to do more with my pacing. I will continue to set my pace faster and work on tightening up my transitions. I see

quite an improvement since last year. I am ready to take it a step further. As for my philosophy of education, as I had previously mentioned, I try and incorporate a variety of activities that provide various ways for my students to learn the information I am teaching. From the time I had first wanted to become a teacher, I found Howard Gardner and his theory on Multiple Intelligences intriguing. Along these lines, I believe that differentiated instruction is important because it can allow students to feel confident and successful in school regardless of their abilities. I found incorporating a large variety of learning styles in teaching writing to be more difficult than I had originally thought, especially when the skill level of the students are below where the standard says I have to teach. It is something I will continue to work on implementing.

Another part of my philosophy includes other aspects of differentiated instruction. This involves three main concepts: what information students learn, how they learn the information and how they demonstrate it during assessment. I believe that various ways of learning can be incorporated in other parts of instruction, including assessment. This part of my educational philosophy is still a work in progress. The more opportunities I have to create lesson plans, the more natural it will be to incorporate the variety of learning styles into differentiated instruction. I am grateful for the second 10-lesson unit to continue working on this aspect of my philosophy.

The last piece to my philosophy of education involves classroom management. I was taught some Love and Logic approaches to management while working at the child development center I have been employed at for the last six years. I have incorporated some of these approaches into my philosophy as well as some others I have learned from both my mentor teachers and in ED 450. One approach includes providing options for the students who act out. These options give the student a chance to feel “in control”. However, both options given to the student involve getting their work done. For example, if a student does not want to do their work during the designated class time or finish their assigned homework, they know that if they do not finish during the time allotted (either at school, or at home), they will be in during recess to finish. Either way, what needs to be done gets finished, but the student has a choice as to when they complete their work, knowing what the consequence would be if they do not complete it when they are expected to. Being consistent is the number one thing I learned this term, as well as setting expectations high. I found that

students would rise to the challenge if you show them you are willing to work with them and that you care enough about their education to want them to succeed.

Other classroom management tactics include waiting until the room is quiet before giving instructions. It usually doesn't take long before the class realizes they need to be quiet so I can give instructions. However, if there isn't much time to wait because we have to stay on schedule, a gentle reminder that I am waiting for them, or to ask that they not talk when I am trying to instruct can be used to keep the classroom focused on task without losing valuable teaching time. Also, lowering my voice when the room starts to get too noisy is effective. The students wonder what I'm whispering about and they stop talking so they can hear. This year I learned that from the very beginning of the year, making sure the students understand and respect my authority, as their teacher, is extremely important. It is setting up the expectations for behavior that will be implemented and expected all year.

Throughout the entire 10-lessons, I felt confident in keeping the class under control. I would say that management is one of my strengths. I pride myself in providing boundaries for the students in a firm, but caring way. I believe it is important for the students to know that I care about them and their education. I truly want them to succeed and will do my best to give them the tools they need to succeed. Working in this fourth grade classroom has been a very rewarding learning experience. I have seen how difficult it can be to have the majority of the students below grade level, and be expected to teach them grade level materials. I was also incredibly lucky to have worked so closely with such an exceptional mentor teacher. These fourth graders are a lovely group of students and have already come a long way. Again, I have grown quite attached to these students and cannot wait to go back and visit them in the spring to see just how much they have grown. I have learned a lot about my own philosophy in education as I continue to hone my skills as a successful teacher.

Resources

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Conclusion

I believe that incorporating Gardner's Multiple Intelligence theory into classroom curriculum is beneficial to student growth and retention. It can be a tedious task, one that many teachers do not have the time for, or simply do not want to put in the time for. It is true that every individual has their own strengths and stretches when it comes to cognitive abilities. It is up to educators to bring out the best from our students in order for them to feel successful in their educational advances. Incorporating a variety of styles into one lesson is important for multiple reasons. One, it may reach the strength of some students, helping them to thrive. And two, it provides opportunity for growth in students where the particular intelligence might not be as strong.

Gardner's intelligence theory has been praised and refuted; yet I am able to see some positive results from taking his idea and working it into the classroom curriculum. It is so important to engage students in their learning. Too often than not, students don't really understand what they are learning, or if they do, they are not retaining the information past memorization for regurgitation.

However, in order to really determine the significance in incorporating MI into classroom curriculum to truly judge the impact it has on student learning, a more extensive study would need to take place. This would involve one class being the focus group and one class being the control group. In the focus group, a week or two worth of information would be taught where an emphasis was placed on incorporating a large variety of MI into each lesson. This group would then be re-assessed later on in the school year to check for retention and consistent understanding. For the control group, they would be taught the same information over a week or two, but this group would be taught with no emphasis on a

variety of MI incorporated. These students would be re-assessed at the same time, and scores would be compared.

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